University of Alberta

Corporate Support and Alberta High Schools

by

James J. Morrisroe ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Philosophy

in

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P.O. Box 927, Station M
Calgary, AB
T2P 2J6

University of Alberta

Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Corporate Support and Alberta High Schools** submitted by James J. Morrisroe in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Administration of Postsecondary Education.

....
Dr. E. W. Ratsoy, Supervisor

....
Dr. J. L. da Costa, Co-Supervisor

....
Dr. K. L. Ward

....
Dr. M. B. Andrews

....
Dr. J. B. Parsons

April 7, 2003
Date

....
Dr. P. P. Grimmett, External Reader
Simon Fraser University

This dissertation is dedicated with love and gratitude
to my parents,
Grace and Lawrence Morrisroe,
and my siblings,
whose prayers, love, strength, support, patience, encouragement,
and value for knowledge made it all possible.

Abstract

The purpose of this study was to gain an understanding of corporate support in Alberta high schools, including how widespread it was, the amount and types of support that were needed and received, the capacities in which the corporate sector was involved in high schools, the general impact of corporate support on Alberta high schools, the benefits and disadvantages of corporate support, and changes that would improve corporate support for these high schools.

Data were collected by means of a questionnaire with fixed-response and open-ended items. The study involved one respondent from each participating public, Catholic, and francophone high school in Alberta having 19 or more students in Grades 10 to 12 in the 2000-2001 school year. The questionnaire was distributed to 284 high schools in Alberta; 176 responded, providing a return rate of 62%.

The split-half method of reliability was applied to four questionnaire sections, with resulting coefficients of: .89, .78, .87, and .86. Efforts were taken to increase the validity of the questionnaire.

This study revealed the presence of corporate support in Alberta high schools. These high schools were receiving contributions from the corporate sector, and they were engaged in revenue-producing commercial support activities. High school respondents have identified needs that require additional support to enhance resources and programs.

Reported needs of Alberta high school were time, money, and goods. High schools reported receiving support in the form of volunteer expertise, awards and scholarships, cash and non-cash contributions, career training and work experience, extracurricular resources, and library resources. Academic, fine arts, and computer and technological programs received support. The monetary value of corporate support was great.

Respondents indicated that on average stakeholders had a "positive" attitude toward corporate support, they were "satisfied" with their current levels of corporate support, corporate support was between "somewhat influential" and "not at all influential" on their decision making, support had an overall "positive" impact on education, and corporate support was "useful" and even "necessary" for Alberta high schools. This study identified implications for theory, possible implications for education generally and for the corporate sector, and recommendations for further research.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Corporate Support and Alberta High Schools

In 1995 the provincial government in Alberta made the decision to make major reductions in spending to eliminate its deficits. These funding cuts largely affected both education and health care, areas with the largest expenditures (Dempster, 1994). The funding cuts enabled the province to balance its budget; however, the education funding cuts caused funding shortfalls for school boards and the budgets of schools within their jurisdictions. To compensate for the decreased funding at the provincial level, many schools turned to business to help meet the emerging educational needs of schools. As Close and Martin (1998) reported, "Educators have witnessed a decline in funding and an increase in corporate involvement in the classroom. Far from being unrelated, one has arisen, in large part, from the other. Corporations are donating time, money, resources, and training to schools" (p. 21).

It appeared that private sector involvement had become an issue of survival for education. The corporate sector became a popular target of tax-supported organizations in need of alternate sources of revenue. Some school district administrators and school personnel felt they needed more resources for their schools than were currently available. John Farrell (1991), as president of Telecom Canada, explained that partnering business and education made sense. He recognized that industry and education need to work together to share ideas and to benefit from each other's expertise and experience when he stated, "It is our collective responsibility—the responsibility of both industry and education—to provide the structure and support that will ensure students are ready to meet the imposing challenges of tomorrow" (p. 28). It seems that educators as well as people from the business community recognize that more resources for schools are needed and that the corporate sector can be a source of such additional resources.

Statement of Purpose

The purpose of this study was threefold: (a) to gain an understanding of how widespread corporate support was in Alberta high schools, (b) to determine the amount and types of support that Alberta high schools received, and (c) to assess whether the corporate support was meeting the emerging needs of the recipient schools.

The following research questions guided this study:

1. How active were Alberta high schools in seeking corporate support?
2. What types of corporate support were needed in Alberta high schools?
3. What types of corporate support were Alberta high schools receiving?
4. In what capacities was the corporate sector involved in providing support to Alberta high schools?
5. What was the general impact of corporate support on Alberta high schools and on the provision of education in those schools?
6. What are the advantages and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?

Significance of the Study

Over the years there has been widespread publicity about education and business relationships and the prevailing budgetary constraints. Reporting has suggested that it is unclear to what extent business and education relationships are needed and exist in Alberta high schools (Marshall & Shutiak, 1994, p. B3).

The literature reported that corporate support is occurring in schools in Canada and the United States and involves large amounts of capital (Angus, 1998; Barlow, 1995; Rostami, 1996). Governments seem to be in favour of everyone getting involved in providing support to schools (Woodside, 1984). The perspectives of the various schools having such relationships with business need to be investigated to ascertain whether the literature is correct in identifying that what is happening elsewhere is also happening in Alberta high schools. Appearances can be deceiving. What is the current level of corporate support, and what impact is it having?

The legitimacy of having private sector support in high schools has been questioned by many (e.g., Farrell, 1991; Molnar, 1989-90) and promoted and encouraged by others (e.g., Brown & Funk, 1995; Wirth, 1993). To understand corporate support, one has to know who is involved and how the support has been initiated (Barfoot & Campbell, 1995; McKeown, 1994). That knowledge will assist in determining what the dance partners are looking for and how they are chosen.

There is much interest about the types of industries and the sizes of the businesses most likely involved in relationships between education and business (Cavazos, 1988; MacDowell, 1989). To comprehend what is going on, one needs to assess what support is being provided (Bauman & Crampton, 1995; Wente, 2000) and whether that support is what is needed in the schools (Allnutt, 1993; Gilmour, 1995).

It is also important to study the schools' perceptions of the stakeholders' attitudes towards the business and education relationship. This issue is contentious because there are budgetary constraints and schools are looking for ways to make up for the shortfalls (Taylor, 1997). Some have seen corporate support as a great addition to schools (Lewington, 1998; Moysa, 1995; O'Neill, 1995), whereas others have maintained that corporate support does not belong and should not have a place in the schools (Borowko, 1998; Perry, 1995; Stone, 1998).

The stakeholders and, in particular, parents and taxpayers are concerned about the impact that the education and business relationship has on the students and education in general (Erskine, 1998; Lahey, 1998; Robertson, 1998;

Shaker, 1998 a, 1998b; Weese, 1991). Schools themselves can provide an insightful assessment of what is taking place internally. As the trend toward more education and business relationships develops, the usefulness of this business involvement and the difficulties associated with it prompt a closer look (Knaus, 2000; Walker, 1996).

A comprehensive study of corporate support in Alberta high schools apparently had not been done; thus this topic required further inquiry. Many components of corporate support have been examined in both Canadian and American high schools. A review of the literature for the present study included an examination of corporate support and the related issues as they applied to these schools, in order to develop an understanding of what was taking place inside and outside of Alberta. An examination of business and education relationships taking place outside Alberta, the methods, the rationale, and the consequences of having corporate support provided a background that helps to explain the nature of what was going on with corporate support in Alberta high schools.

Definitions

Academic high school

Academic high schools offer courses and/or programs of study that prepare students for further education at postsecondary institutions including colleges or universities.

Commercial support activities

Commercial support activities refer to any profit-producing business activities in which a high school may be engaged to support its school and programs.

Comprehensive high school

Comprehensive high schools offer both academic and vocational courses and/or programs of study that prepare students for further education at postsecondary institutions including colleges or universities, as well as courses and/or programs that lead to trade certification or further studies at a technical or trade school.

Contribution

For this study, contribution is defined as donations of time, equipment, expertise, learning materials, products, services, supplies, money, partnerships, and use of facilities and equipment.

Corporate contribution

Koeppe, Shafrtz and Soper (1988) provided a useful definition of corporate contribution: "A contribution to an institution or an affiliated organization made by a private corporation. Such contributions are not generally made through a corporate foundation, but come directly through the corporation" (p. 127). The term was included within the concept of corporate support. Obtaining corporate support for institutions usually requires special fundraising techniques. This definition has been adapted for this study to also include contributions by public institutions.

Corporate investment

The Conference Board of Canada (2000, pp. 1-2) defined corporate investment as the contribution made by business to community organizations such as registered charities and nonprofit organizations. It includes those referred to as corporate donations, contributions in kind, philanthropy, and other corporate contributions made through a matching gift or scholarship and community service programs.

Corporate support

Corporate support refers to corporate contributions made by businesses or their personnel, or legal entities that provide a contribution to a school or schools, the school district, or the field of education generally. Contributions include donations of time, equipment, expertise, learning materials, money, partnerships, products, service, supplies, and/or use of facilities. As well, corporate support involves any corporate participation in commercial profit-producing activities in which a school may have engaged to support the school and its programs. In the questionnaire, business support was used synonymously with corporate support.

Corporate supporter

Corporate supporter refers to an individual, corporation, business, or legal entity or their personnel that provides a contribution to a school, schools, the school district, or education generally.

Designated support

Designated support refers to situations in which the corporate supporter specifies how the support provided is to be used and in what areas of education.

Outreach high school

Outreach high schools are alternative high schools that offer individualized programs for students who cannot function in regular high school settings. These schools are generally located in storefront locations or in office buildings. Outreach high schools usually do not have facilities such as gymnasiums or cafeterias and their extracurricular programs are often limited.

Partnership

For purposes of the current study, the definitions of partnerships provided by Barfoot and Campbell (1995) and by Barrett (1995) have been adopted. Barfoot and Campbell defined a partnership as "an ongoing, mutually beneficial relationship between at least one business, community agency or government organization and one educational institution" (p. 4). In a similar vein, Barrett defined partnership as

> a mutually supportive arrangement . . . between a school or school board and a large or small business, postsecondary institution, government department, or community agency. It is a collaboration that encourages learning and growth in both employees and students and enriches the

> educational environment by tapping the human resources available in the community. (pp. 31-32)

Respondent

A respondent is someone who completed a questionnaire as part of this study.

Return on investment

Return on investment is defined as the amount of return that results for a given use of money in an enterprise (Kitlas, 1999). Davidson, Maher, Stickney, and Weil (1978/1991) saw the return on investment as "the single most useful ratio for assessing management's overall operating performance" (p. 921).

School jurisdiction

School jurisdiction refers to a school district or division in Alberta.

Soft cost

The assessment of total costs typically involves calculating two types of costs: hard costs and soft costs. The former are more easily measured because they involve direct dollar outlays, such as the cost of equipment or materials. Soft costs, on the other hand, involve a degree of approximation. Specifically, the assessment of soft costs involves assigning value (dollar value) to an individual's time for cost allocation purposes.

Vocational high school

Vocational high schools offer courses and/or programs of study that prepare students for further education leading to trade certification or studies at a technical or trade school.

Research Design

The study was largely of a quantitative nature but also included open-ended qualitative questions that provided the respondents the opportunity to make further comments. The qualitative questions were included to provide a better understanding of the quantitative data.

A considerable period of time was spent reviewing literature relating to corporate partners and corporate involvement in education to familiarize me with what was reportedly taking place in schools. A questionnaire was chosen as the research instrument because it allowed for the largest number of schools to be surveyed. The survey questions developed reflected the areas that I had determined needed to be examined to provide an understanding of the education and business relationships in Alberta high schools based on the review of the literature. A conceptual framework prepared for the present study identifies these areas and relationships among them.

Organization of the Dissertation

The dissertation is divided into eight chapters. Chapter 1 presents background for the major research problem of the study. It includes a statement of the five research questions, introduces the significance of the study, and presents definitions of terms particular to the study.

Chapter 2 provides a review of literature related to corporate support relevant to the development of the conceptual framework that is presented at the end of the chapter.

Chapter 3 describes the methods used in data collection and analysis. In addition the chapter details the methodological assumptions, limitations, delimitations, and ethical considerations.

The first section of Chapter 4 addresses Research Question 1, "How active are Alberta high schools in seeking corporate support?" The second section of this chapter addresses Research Question 2, "What types of support are needed in Alberta high schools?" Each section presents the findings followed by a discussion.

In Chapter 5 are presented the findings and a discussion associated with Research Question 3, "What types of corporate support are Alberta high schools receiving?"

Chapter 6 presents findings and discussions associated with Research Questions 4 and 5. The first section of this chapter addresses Research Question 4, "In what capacities is the corporate sector involved in providing support to Alberta high schools?" The second section addresses Research Question 5, "What is the general impact of corporate support on Alberta high schools and on the provision of education in those schools?"

Chapter 7 presents and discusses the findings of the analysis of respondent responses in reply to the opened-ended questions associated with Research Question 6, "What are the advantages and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?" This chapter consists of three sections, with the first section addressing the advantages of receiving business/corporate support, the second section reporting the disadvantages of receiving business/corporate support, and the third section presenting the suggested changes for corporate support in Alberta high schools.

Chapter 8, the final chapter, presents an overview of the study on corporate support in Alberta high schools. The purpose of the study and the method used to collect the data for the study are reviewed. The findings presented in Chapters 4, 5, 6 and 7 are summarized, and conclusions based on these findings are offered. The chapter ends with a set of potential implications of the study and my reflections on the study.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this study is to determine how widespread corporate support is in Alberta high schools, in what capacities the corporate sector is involved in providing support, and the impact it is having on student learning, programs, activities, the school environments, and education generally. To gain an understanding of corporate support, the literature was reviewed in the current chapter relating to (a) the background of business and education relationships, (b) the advantages and purposes of seeking support, (c) the types of businesses that provide support and the kinds of support they are offering, (d) the types of support that schools need and the types of support that schools receive, (e) the amount of support that schools receive, (f) the perceptions of the various stakeholders towards corporate support, and (g) the influence of corporate support on high schools. Last, a conceptual framework for corporate support developed for the present study is presented.

The Background of Business and Education Relationships

Business and education relationships have existed in Canada for much of the country's history. By the 1960s, school boards and their trustees were largely made up of business people or professionals. Molnar (1989-90), writing in an American context, claimed that school boards usually followed business principles and that their goal was to prepare students for work. Accordingly, board members were often from professional occupations and provided the education system with advice and professional contributions. The education system received and usually followed the advice of business people and has been subject to their influences. Molnar went on to say that "the involvement of individual business people on policy making bodies and various task forces is a desirable manifestation of democratic participation as well as a way of making the views of the business community available to education policymakers" (p. 68).

Following the 1960s, a change of direction was sought by parents, teachers, and the community. The composition of the school boards changed over time, and the business community tended to shy away from participation on school boards. Business people became more critical of schools when they were no longer involved with their management. In addition, the technology revolution was starting to gain momentum and was having an impact on schools and schooling. To reacquaint themselves and become involved again, the business community rekindled and re-established the relationship, but in a new form. As Barrett (1995) indicated, "The process became enlightened self-interest for both business and education" (p. 31).

Entrepreneurship is not new to American high schools. Bauman and Crampton (1995) noted that high schools have historically found ways to generate funds extra to their state and local taxes. Schools have had a tradition of being involved in occasional commercial activities that are taken for granted, but nonetheless are needed to support causes within the school. These activities include selling yearbook advertising and corporate supported school jackets and team uniforms, and displaying annual sponsoring on the school gym scoreboard. Bauman and Crampton added, "What appears new is the increased aggressiveness with which school districts are pursuing alternative sources of revenue and the application of the funds to such budget line items as instructional salaries" (pp. 1-2).

It appears that these business and education relationships are not new but have evolved into a more complex association over time. The involvement of business people on schools boards, the technological revolution, and schools seeking ways to generate extra funds have promoted business and education relationships.

The Advantages and Purposes of Seeking Support

There are a number of advantages and purposes for choosing to pursue corporate support. Hoyt (1991) noted that positive relationships between the private sector and schools develop as the value and importance of the private sector's unique contributions to education are realized. In his words:

> People from the private sector have knowledge regarding the nature of the emerging workplace and the kinds of competencies and skills that are required for success. Educators can contribute knowledge regarding how to organize materials for effective instruction, how to relate to pupils in positive ways, and how to help students learn. The sharing of expertise is the bedrock for effective relationships. (p. 451)

The Toronto Area Partnership Network (Hill, 1996), representing nine area school boards, outlined its view of the role of business-education partnerships. Hill reported its view as follows: "The primary purpose of business-education partnerships is to foster student, teacher, and employee awareness of the importance of sharing resources, and also to demonstrate that sharing resources can directly impact community life now and in the future" (p. 23). In a similar vein, Green (as cited in McKeown, 1994) believed that education needs to have relationships with businesses because "we need to work in new ways. It takes a whole community to educate one child" (p. 29). As a result, schools are looking to businesses for support and new ideas.

Patrick Dare (1995), a journalist for the *Ottawa Citizen*, reported that , nationally, "big changes are under way in Canada's education system and nowhere are they more apparent than in Alberta. After two decades of growth, the system has run out of new sources of cash" (p. A1). The majority of education budgets are allocated to salaries and new schools, leaving fewer resources available for other necessities. Similarly, MacDonald (as cited in Erskine, 1998), a partner in a nonprofit firm representing private and public concerns, stated, "I think it all goes back to the fact that governments have run out of money, and we won't pay any higher taxes. It demands a whole new way of thinking" (p. B14). Petruk (as cited in Gilmour & Moysa, 1995), an education professor at the University of Alberta, agreed with Dare and MacDonald on the matter of government cutbacks in education. In his words, "Until five to six years ago, the Alberta government was one of the leaders when it came to implementing newer technology into our schools. But funding has gone awry. As a result we're getting left behind" (p. B2). To compensate for the decreased funding at the provincial level, many schools have turned to business to help meet the emerging educational needs of schools.

Approaching Potential Sponsors

Robertson (as cited in Angus, 1998), stated that there are no common standards in schools for seeking or displaying corporate advertising either in the School Act or between the school boards and ministries of education across Canada. She believed that this is done intentionally so that individual boards and schools can handle corporate support as they like. In her words, "It's a purposeful decision that says we'll duck the political consequences and download this to the level of the school. When it comes to advertising programs, marketers simply by-pass the system and contact teachers and principals directly" (p. 10).

Barfoot and Campbell (1995, p. 8) outlined four steps that schools should take before approaching potential corporate supporters: (a) research potential businesses, (b) collect and review any materials about potential partners, (c) research current issues and challenges affecting potential supporters, and (d) choose your partner carefully. These involve targeting businesses that would complement the strengths and weaknesses of the school. Walker (1996) noted that in the early stages of developing a corporate relationship, "each party wonders what onlookers will think, what their potential partner's actual interests and intentions are, and what the limits and legitimacy of their intersection might be" (p. 276).

Barrett (as cited in McKeown, 1994), stated that education and business relationships should not involve organized begging and asking for handouts. Barrett explained that "our philosophy is to offer programs which are truly of mutual benefit. I approach all prospective partners with the same offer: let's see if we can help your bottom line" (p. 30). Barrett's organization, the Etobicoke Board of Education, has a package that outlines 28 different ways that businesses can benefit from working with their schools. Barrett contended that connecting with the CEO of companies is the way to ensure the long-term success of the relationship because the commitment has come from the top. He added that he gains access simply by networking with those around him. In his words, "Do you know someone in senior management, or do you have a relative, a neighbour, or friend who knows someone? Most people have some connection and all you need to get in the door is a phone call" (p. 31).

Schools realize that they have to be selective about whom they approach for support and from whom they accept support. Corporate support that is accepted must be seen as contributing to student learning and preparation for a future job. Barrett (as cited in McKeown, 1994), contended that, in his position as the designated co-ordinator of corporate relationships, he saw his role as overseeing all the business and education relationships in the district and inspiring the schools to seek out corporate support. He explained that projects between schools and business are generally initiated by the schools themselves, because it is simply too big a job for the district to do. As well, he said, "The school group must be committed to the concept to make it work" (p. 31).

The Calgary Senior High Athletic Association (Kimberly, 1995) had a six-member strategic planning group, made up of two members from the corporate sector and four members from the schools. The group researched fundraising mechanisms, specifically, "corporate sponsorship, community partnership and large-scale lotteries" (p. C2). Its goal was to seek support and make up for funding shortfalls in the respective sports programs.

Dempster (1995) reported that, when Calgary public school principals had to pay for their own yearly conference to Kananaskis Country, the principals approached the corporate sector for support through direct mailings. The principals were expected to pay for their own gas expenses, meals, and accommodations at the resort located 100 kilometres from Calgary. Dempster explained, "A letter sent to local businesses this week asks for a financial commitment from $500 to $2000, and adds principals want to do away with the 'frills' of past conferences" (p. B1). Sponsoring companies would in turn receive publicity at the event. In a similar vein, Barrett (as cited in McKeown, 1994), also suggested using newsletters and flyers to spread the word to businesses and the community about the needs, challenges, and successes of education and business relationships.

The advantages and purposes of seeking corporate support are varied. It seems that schools choose to pursue corporate support in order to share resources and expertises, to help meet the emerging educational needs of schools, and to contribute to student learning. It appears from what is written in the School Act and from the actions of most school districts that it is up to the individual schools to choose how they will approach potential corporate supporters and the types of businesses that they will target.

The Types of Businesses and Types of Support

A very diverse group of businesses and organizations, of varying sizes, are providing a variety of support to schools. According to the literature, corporate support is provided to schools from all types of industries and all sizes of businesses. The ASCD (Association for Supervision and Curriculum Development, 1989/90) in its "Guidelines for Business Involvement in the Schools" noted that "an increasing number of non-educational businesses that market products and services ranging from hamburgers to mouthwash to candy bars to automobiles to electrical power" are involved in providing corporate support to high schools (p. 85).

Cavazos (1988, p. 5) reported that corporate supporters come from a representative sample of businesses across America. These include banks, fast-food restaurants, insurance companies, bakeries, law firms, dry cleaners, police departments, professional sports teams, publishing companies, automobile dealers/manufactures, and civic and service clubs.

Cavazos (1988, p. 15) found in the United States that just over half of all support came from businesses. Of those, 22% were small business, 16% medium-sized business, and 14% large business. The complete breakdown is presented as follows in Table 2.1. Cavazos also noted that urban schools had the most corporate support at 51%, followed by suburban schools at 44%, and only 31% of rural schools had corporate support.

Table 2.1

Organizations Providing Support to Schools

%	Type of organization
22%	Small business
16%	Medium-sized businesses
14%	Large businesses
16%	Civic and service clubs
8%	Individuals
7%	Colleges or universities
7%	Government organizations
5%	Business organizations
3%	Foundations
1%	Religious
1%	Other (p. 15)

(Cavazos, 1988, pp. 1-22)

These corporate supporters range from individuals or small companies to large multinational corporations with their own varied structures. Corporate-supporter relationships can exist in a variety of scenarios: One supporter or a group of supporters can choose to support just one school, a selected group of schools, the whole community's schools, or the entire nation's schools.

Corporate supporters are providing schools with a wide range of offerings limited only by the sponsoring businesses' imagination, budget, or desire to be involved. Hill (1996) outlined the various types of services that the business community provides. According to the York Region Roman Catholic Separate School Board, "Businesses serve as corporate volunteers, mentors, members of task forces or advisory committees, advisors for curriculum development, providers of facilities and services, grantors of awards and incentives, corporate trainers and initiators of special projects" (p. 23).

Walker (1996) identified a number of types of support that have become common in schools as businesses develop new marketing strategies. These types of support include special events or equipment sponsorship, large philanthropic gifts, donations of prizes, work-experience programs, educational partnerships, and capitalization arrangements.

In their survey, Bauman and Crampton (1995) found that the more prevalent forms of corporate support are commercial advertising, corporate sponsorship and merchandising efforts, and development impact fees. Commercial advertising is now found on school hall walls, athletic uniforms, newsletters, district reports, maps, gym walls, and buses. Many schools are now marketing products bearing the school or district logo such as T-shirts and coffee mugs. Development impact fees are a form of support that require home builders or developers to pay a one-time fee to provide a share of the capital costs of the school. Although this form of support is not new, the current twist is for money raised to be used for the expansion of schools. Bauman and Crampton explained that development impact fees are generally not allowed for schools' general operating expenses (pp. 1-5).

According to an online web report entitled "Captive Kids: A Report on Commercial Pressures on Kids at School: Summary" (n.d.), the research conducted on the types of marketing support found in schools suggested that "thousands of corporations were targeting school children or their teachers with marketing activities ranging from teaching videos, guidebooks, and posters to contests, product giveaways, and coupons" (p. 2).

Knaus (2000, p. 1) noted that the corporate sector is reaching students in schools through a variety of advertising methods. These include advertising on billboards, advertising of hygiene products in locker rooms, passing out product samples, providing kits with literature and products, and businesses providing coupons for free products or for products at a discount.

An online report entitled "The Kids Connection: Marketers Turn to Child-Related Programs for More Image-Building Bang for Their Philanthropic Buck" (1996) stated that companies such as BC Tel (now Telus) and BC Hydro lend their employees to a cause, and the companies cover the administrative expenses, but the actual donations of time or money, or both, come from the employees, their families, and friends. This article also mentioned a unique type of support provided by a Paris retailer. Yves Rocher has apparently undertaken a worldwide environmental initiative in planting trees at schools. The Paris company has planted trees at 225 schools in France, Germany, Italy, the UK, Brazil, and Lebanon, as well as 12 schools in Quebec and 1 in Ontario. The article reported that more locations are planned for other parts of Canada.

Many schools have taken on a more entrepreneurial approach to raising funds for their school. According to Pipho (1997), businesses are always looking to gain an advantage over their competitors. Many schools are entering into very lucrative contracts. In the current race, soft drink companies are in the lead, offering the most cash to schools for exclusive use of their beverages. Businesses are now in the market to buy advertising space from schools on everything from school buses to scoreboards, to pieces of the school ground for cellular towers.

Hoyt (1991, p. 451) explained that education-business support relationships should consist of four parts: (a) assessments to provide the best match between what schools need and what business can offer; (b) careers-oriented support; (c) partnerships formed by schools and businesses to identify problems, formulate plans for solving problems, and implement programs to do so; and (d) the insistence of educators and the business sector on making educational changes.

Levine (1986), as coauthor of "Investing in Our Children," the report of a two-year study by the Committee for Economic Development, offered a contrasting perspective on the issue of the type of support that businesses should provide to schools. She contended that the corporate sector should provide support to schools by lobbying the government. Levine explained:

> An appropriate role for the business community is as an advocate for adequate funding and policies aimed at school improvement. The participation of business in education policy can bring to bear on public education the influence of an effective and powerful constituency. (p. 47)

Similarly, Woodside (1984) claimed that the government has abdicated its responsibility for funding education, and it needs to be brought back into the fold. He stated, "Government has an obligation to provide our schools with the funds they need—and to stop looking for ways to reduce that support by telling others that they should become involved" (p. 45).

Barfoot and Campbell (1995, pp. 13-14) provided a summative list of seven different categories of support that corporate supporters can provide to schools. These include (a) instructional support and enrichment, (b) staff development, (c) career counselling and guidance, (d) employment and training, (e) material and financial support, (f) curriculum development, and (g) utilization of business facilities to deliver courses.

It appears that a wide variety and differing sizes of businesses are involved with schools and are providing a diverse range of support. Corporate support comes from a representative sample of business and organizations from banks to restaurants to service clubs. The size of these corporate supporters' organizations ranges from individuals or small companies to large multinational corporations that are providing a diversity of support in the form of donated time, money, products, service, or expertise.

The Types of Support That High Schools Need and the Types of Support That High Schools Receive

Support Needed

Schools require a wide variety of resources to meet the educational needs of their students. Brown and Funk (1995) claimed that relationships between the corporate sector and schools are positive associations. Schools require more resources, new ideas, and different approaches; and the business sector could be a source of at least some of this support. They indicated why a close relationship between the two should be beneficial:

> What business wants from education is not so different from what educators themselves want when they attempt to transform education. Business wants people who can solve problems, think critically, write and speak effectively, research information, use new technologies, and listen and understand the concerns of others. (p. 21)

In a similar vein, Farrell (1991) contended that the biggest challenge, in the form of a need, "is to get education and industry to work together to enhance and expand our most valuable resources—people" (pp. 4-5).

Wirth (1993) explained that the education system needs support to create world-class schools:

> To be serious about that would require an investment in education comparable to what has been spent on building a high-tech military machine; . . . we need to get down to real work. I mean such real work as razing the decayed shells of inner-city schools and replacing them with physical plants comparable to those of American corporations—with readily available computer facilities for all students and teachers, fine laboratories for the sciences and studios for the arts, and even air conditioning. (pp. 365-366)

The ASCD (1989/90) noted that involving business in education does not mean that the business agenda has to become the school's agenda. The ASCD explained that it means that "businesses have people with knowledge and expertise that can be of great assistance to schools" (p. 85). The challenge for schools, as evolving institutions, is to identify needs and promote changes that are educationally valid in areas where the corporate sector can provide support and be of assistance.

Brown and Funk (1995) noted that the uncertainty about the changing demands of the future puts schools in the awkward position of not really knowing and being able to say what their needs are. Brown and Funk claimed that the greatest need of schools is having the expertise and ability to be malleable and adaptable to change. They stated, "If schools are urged to be flexible to meet the needs of a changing world, then the learning environments of those schools must be flexible enough to meet the needs of children" (p. 23). Schools will need corporate support to provide them with the resources to obtain new materials and technologies that permit schools to experiment, try new methodologies, and maybe even restructure.

In "Captive Kids" (n.d.), the research suggested that chronic budgetary problems are putting pressure on teachers and administrators to accept advertising and promotional materials in schools. Chronic budgetary problems are seen in the decline in government funding that has forced schools to seek corporate support to sustain education's crumbling technological infrastructure.

Froese-Germain and Moll (1997, p. 7) noted that corporate support is being sought to make up for government cutbacks, to offset the high costs associated with educational technology, and to reduce the ratio of students to computers.

At a more immediate and fundamental level, Gilmour (1995) found that teachers are fundraising for the most basic school causes: "from cookie sales for debating teams, to chocolate bar sales for library books, to helping Grade 12 students raise money for graduation, to running casinos and seeking business partners to buy computers" (p. A1).

Raham (1998) claimed that business partnerships must go beyond donated equipment and uniforms for the sake of publicity. She maintained that organizations must move to the next level of philanthropy and stimulate change in schools. Raham quoted Yves Landry, past CEO of Chrysler Canada, who said:

> The demands of the workplace are basically outpacing reform in our educational system. . . . Educators must return to their previous roles as change makers of society so as to foster more of the change makers we require for our economic survival. (p. 23)

Raham argued that corporate support should be used as a change agent to stimulate systematic change in education.

Woodside (1984) also noted that businesses are providing administrative and management assistance to schools and encouraging employees to get involved. In his opinion, these contributions act as a catalyst for promoting change: "For a modest cost, sponsoring organizations have provided incentives that can help change the ambiance of a school, inspire students, and encourage teachers" (p. 44).

Cavazos' (1988) findings from his study on the types of support that American principals would like for their schools are presented in Table 2.2. The principals indicated that they need 12 different types of support. When these types of support are grouped into similar themes, five categories of needs emerge: awards and scholarships; donations of books and equipment; donations of time by providing expertise, tutors, mentors, volunteers, and/or guest speakers; professional development, awards, and grants for teachers; and summer jobs for students.

Table 2.2

Types of Support That Principals Would Like

%	Type of support wanted
52%	more student awards scholarships
45%	donations: computers, equipment, and books
39%	guest speakers, use of supporters' equipment/facilities
33%	academic tutoring of students
26%	assistance for special needs students
23%	grants for teachers
23%	professional development of school staff
19%	work-study or summer jobs for students
16%	special awards for teachers or school
11%	corporate supporters as volunteer teachers
8%	service on education committees or task force (p. 20)

(Cavazos, 1988, pp. 1-22)

In summary, it is apparent from the literature reviewed that education and the business sector have in common the desire to expand our most valuable resources—people. Both sectors of society see the need to upgrade education's facilities, materials, and technologies to accommodate changes in society and to produce change agents for society. But some also expressed a caution: The business agenda cannot become the schools' agenda or there would be potential for over-commercialism, exclusive use of products, and excessive advertising. The challenge for all is where corporate support can best be used. Some argued that schools should return to a simpler model that does not involve corporate support. Yet others pointed out that corporations can legitimately provide administrative and management assistance to schools. Schools are engaged in various forms of fundraising including profit-producing commercial support activities. In addition, given the chronic underfunding of public education, it appears that the business sector is looked upon as being an alternate source of support for schools. Some writers identified the types of assistance that schools desire: direct financial support; donations of time, such as tutors, mentors, volunteers, and guest speakers; professional development for school staff; and donations of goods and equipment.

Support Received

Schools are receiving a variety of support from organizations and businesses. Allnutt (1993, p. 21) provided a percentage breakdown of how the partnership support, received by schools, was allocated in the United States. He indicated that partnerships provide 31% of support to academic areas (12% math and science, 12% reading and writing, and 7% arts and humanities), 17% to career awareness, 16% to civic or character education, and the remainder to dropout prevention, drug prevention, and the disadvantaged.

The business sector will at times specify ways in which it would like its support used and in what areas of education; this is known as *designated* support. Accordingly, support given to schools to be used in ways that the school would like is referred to as *nondesignated* support. Designated support may be in areas in which supporters have expertise, where they feel the school needs improvement, or where they have a vested interest in being involved for whatever reason.

Farrell (1991) contended that the corporate sector is in an excellent position to advise students about which practical and academic skills are needed for various occupations. As a result, he maintained that businesses are well qualified to suggest where and how their corporate support is used. He advised that "spending patterns should be re-examined with a view to placing resources where they generate the greatest return on our educational dollar" (p. 6).

In its survey on community investment, the Conference Board of Canada (2000) noted that businesses look to the perceived needs of the community, as well as to whom and to what they donated in the past, when they are designating their support. In addition, the board informed us that "corporations look at the employees' areas of interest, continued support to traditional giving areas, input from community groups on emerging issues, CEO's area of interest and responding to requests received" (p. 2) when they are considering how they will allocate their support.

Grange (1998) noted that Robertson, author of *No More Teachers, No More Books: The Commercialization of Canada's Schools,* would have liked to see corporations donate support towards educational research rather than developing corporate curricula. Grange explained that the type of support that Robertson would have liked to see is sponsorship that "would be long-term, would see industry providing research money for curriculum study or would allow the funding of pilot curriculums" (p. C3). Grange went on to say that Robertson saw teachers and parents controlling what is used in the classroom because the curricula development would "happen within some kind of 'accountability loop' in which parents and educators would have a firm hand on what was being used in the classroom" (p. C3). This type of support would provide schools with the necessary resources to develop new curricula without the influences of corporate-developed curricula.

Antoun (as cited in Lewington, 1998), general manager for the education industry at IBM Canada, stated that IBM was becoming more selective and reducing the number of projects that they supported. In Antoun's words, "I pick the ones that have a vision, a plan, and that are going to focus on learning improvements. You want an investment that will pay off not just for the company but for the customer as well" (p. C8). He continued that human resource development is one of the most critical components of an organization, yet it is usually the first thing to be cut. Antoun claimed that staff development should be the last thing to go.

Levine (1986) concurred with Antoun (as cited in Lewington, 1998) in making a case for designating corporate support for staff development. Levine noted that, in the business sector, up to $40 billion is spent on human resource development. This approach recognizes the importance of well-educated and trained people. Levine added, "By contrast, a small portion of most school system budgets goes to teacher in-service, and the development of that effort is relatively primitive compared to that of the industrial sector's commitment" (p. 48).

This literature indicated that business support provides new resources, new ideas, expertise, and different approaches to learning. Business and education relationships are needed to meet the students' educational needs and to prepare students for the future.

The Amount of Support That High Schools Receive

The amount of support provided to education is considerable. Froese-Germain and Moll (1997) reported that the Canadian Conference Board of Canada estimated that in the latter half of the 1990s there were approximately 15,000 to 20,000 partnerships between business and education in Canada. Angus (1998) commented that "the education industry has been valued by marketers to be worth $57 billion (U.S.) in Canada and $630 billion (U.S.) for all of North America" (¶7). Barlow (1995) emphasized that "public education is a huge business. It's bigger than the mining, forestry, food, beverage, rubber, plastics and clothing industries put together" (p. 6).

McNeal (as cited in Robertson, 1995, p. 18) noted that children are consumers in training, preparing to take their place as adult consumers. Children control approximately $100 billion (US) in disposable income and have influence on their parents' spending, which represents almost $1 trillion, on everything from cereal to cars. Needless to say, children represent a very large consumer segment of society.

The Conference Board of Canada (2000) reported that in 1997, when the last survey was done, corporate support in Canada was up almost 20% over 1995-1996. It indicated that the growth was largely the result of an increase of 7% to 9% to the "annual donation" budget category (p. 1). Rostami (1996, p. 2) stated that of the 143 companies surveyed by the Conference Board of Canada, 27.8% of their donations went to education. Kindergarten to Grade 12 education received $1.9 million dollars, or 1.5% of the 27.8% that was donated to education.

Cavazos (1988, p. 10) reported that, of the 140,800 corporate supporters active in the United States in 1987-1988, more than half provided goods and services, one quarter provided money, and one quarter provided a combination of goods, services, and money. It appears that there is more of a trend towards personal involvement rather than straight cash support to schools in that country.

In calculating the amount of support that education receives, schools often neglect to include the value and time of volunteers. These soft costs can be easily calculated by assigning a value per hour to the number of hours that are volunteered. Bauman and Crampton (1995, p. 2) observed that one school district in California recorded 280,264 volunteer hours in a year. Using a figure of $8 per hour as a comparative wage cost, that number of volunteer hours would be valued at $2.2 million dollars. Clearly, the value of peoples' volunteer time provided to schools cannot, and should not, be underestimated.

Robertson (1999) noted that in Canada there have definitely been budget cuts to K-12 education: "Spending in these sectors, as measured by per-pupil calculations, has declined steadily since 1991. Schools have had little choice but to do less, even though expectations for 'educational productivity' have not been downsized to match declining budgets" (p. 2). According to a Canadian article, "The Kids Connection: Marketers Turn to Child-Related Programs for More Image-Building Bang for Their Philanthropic Buck" (1996), corporate support has traditionally gone to postsecondary education because businesses have had a vested interest in training the next generation of workers. However, according to the article, "Support has shifted away from post-secondary institutions and towards kindergarten to grade 12 and 13, which these days are perceived to have the greater need" (p. 1). It appears that corporate support is picking up at least some of the funding shortfalls in this country.

According to Charren (as cited in Knaus, 2000), because of this underfunding and the desperate need for resources, some schools have become receptive to corporate support and the associated commercialism and product promotion. In Charren's words, "We are paying for educational deficits by selling kids to advertisers" (p. 1). Bauman and Crampton's (1995) survey revealed that one American school district received permission from the State Board of Education to hire an advertising agency to sell their advertising space. The district agreed to pay $10,000 for start-up costs, and the school district would receive 45% of the advertising sales.

A prime example in Canada of the typical dollar value of an exclusive contract with a beverage company is the recently signed five-year agreement between the Hamilton-Wentworth school board (Wente, 2000) and Pepsi. The deal could generate more than $3.5 million over the five-year period, or roughly $28,000 per year per high school. Pepsi has also added an annual $40,000 scholarship and additional funds for worthwhile school events. High schools will be allowed to choose between two plans, depending on which looks better:

(a) one that pays $2 per student and a 60% commission on sales, or (b) another that pays $6 per student and a 45% commission. Coke admitted that such contracts provide opportunities to sell to teens and young adults, who are the largest consumers, and it is an opportunity to build brand loyalty in a group that has many years of consuming ahead of them.

A similar deal was negotiated in Colorado Springs for a $10 million exclusive contract with Coke. Each school received a memo from the school district office telling it to "work harder to meet their sales goal. It suggested that teachers let students drink Coke in class and instructed principals to move the vending machines to where they are accessible to students all day" (p. A15).

Another example of a corporate support arrangement was made between Adidas and eight Oklahoma high schools (Pipho, 1997). Adidas agreed to provide the high school sports teams with shoes, socks, and T-shirts; as well, the school receives discounts of up to 30% when purchasing other Adidas products.

Thus, the total dollar value of corporate support to schools is very large as businesses continue to provide cash, goods, and services along with a new trend towards more personal involvement through donations of time by being mentors, tutors, and guest speakers. In some cases, as with the Pepsi and Coke examples, the corporation clearly benefits financially either immediately or in the long run.

Number of Supporters and Duration of Support

A Canadian survey conducted by *The Financial Post* (Barlow, 1995, p. 7) found that 99% of those corporations surveyed said that they were involved with schools or that they would be shortly. As well, 99% of Canadian school boards surveyed said that they would be accepting this support because of the critical shortfalls in funding.

Businesses are moving towards working together to form a partnership with schools. In the past, businesses tended to work bilaterally with schools.

However, joint ventures with other businesses tend to limit the risk and minimize costs. Taylor (as cited in Lewington, 1998), vice president of human resources for Telus in Canada, said, "An arrangement with multiple partners is the way business is going. It creates more complexities to negotiate, but it's better" (p. C8). In a similar vein, in the United States the ASCD (1989/90) found that "the more business people are involved in making constructive contributions to educational programs, the greater the likelihood that they will encourage the business community to support sound educational policies" (p. 85).

In Ontario, the Etobicoke Board of Education (as cited in McKeown, 1994) provides an excellent example of corporate support. The district had 191 partnerships in March of 1994: 176 corporate partnerships, 17 partnerships with universities, 14 with government, 22 with community colleges, and 21 with community organizations. The board estimated that in 1993 the district schools received corporate support totalling $1.4 million in soft cost on a mutual share basis and $263,000 in equipment and software (p. 31).

Allnutt (1993) indicated that the length of time that companies provide corporate support is largely dependent on the level of involvement and the type of support needed. This concept has three levels of involvement. At the first level financial support is provided and the involvement of the supporter is very limited. At the second level the corporate supporters are involved in short-term projects that deal directly with the individual school, teachers, and students. At the third level companies get deeply involved at the district level, for an extended time, in collaborative efforts aimed at changing policy and structural systems. Corporate supporters may participate at one level, or they may be involved at all three levels. Level two involvement with schools involves the closest contact with the teachers and students. Company volunteers can work with students, boost teacher morale, mentor or tutor students, and promote greater community involvement (p. 21). MacDowell's (1989) ideas follow along the same thinking. He noted, "The few partnerships with the greatest potential have the longest turnaround time and are, therefore, the riskiest" (p. 10). O'Neill (1995) also claimed that business support that involves donations of money and materials tends to be short term (p. 18). It appears that business and education relationships are growing and worthwhile to both the business supporters and schools alike.

Corporate support in the form of cash and materials tends to be short term with little corporate involvement, whereas long-term relationships require more participation and commitment than the cash support required for meeting an immediate need.

Levels of Corporate Support and Potential Impacts

Larry Booi (as cited in Gilmour, 1995), an executive member of the provincial Alberta Teachers' Association (ATA), expressed the reality that, as more schools become short of funding, they will have to resort to fundraising. His concern was that fundraising to support programs causes inequities between schools "the more it's thrown on schools to pay for programs. And the disparity between rich and poor schools will grow. Rich areas can raise funds and poorer ones can't and poorer students will suffer" (p. A2).

Molnar (as cited in Knaus, 2000) expressed a similar opinion about needing to re-establish a proper balance between education funding and corporate support. Molnar maintained that government must fund schools through a steeply progressive income tax. In Molnar's words, "A progressive source of public funds for the public schools divided equitably would do away with the need for 'adopt-a-school' programs since 'no school would be an orphan' " (p. 4). However, taxpayers are not willing to pay more taxes, and it appears that no matter how much money is received, it is never enough.

Bauman and Crampton (1995) reported that there are large disparities in the ability of schools to generate discretionary revenue and determine how they will spend it. Their concern is that these disparities cause inequities between schools and possibly for students. They explained:

> Interdistrict inequities may be exacerbated when affluent school districts who often spend above average levels become entrepreneurial, widening the gap in available resources with less wealthy districts. Some educators maintain that affluent school districts have more resources to tap for entrepreneurial activities and are more savvy about the range of opportunities. (p. 5)

The major concern seems to be that that the hallmark of education is to provide all students with an equal education opportunity. Thus, the issue of equity is a question and problem yet to be solved.

The amount of support and the number of businesses providing support to schools is considerable. It appears that the duration of corporate support provided to schools is dependent upon the businesses' level of involvement with the school in providing the support. As well, it seems that there is the potential for inequality among schools as a result of differences in corporate support between schools.

The Attitudes of Various Stakeholders Toward Corporate Support

The stakeholder groups, including the business community, teachers, parents, principals, and interest groups, each have their own attitudes towards corporate support. McLaughlin (in Lewington, 1998), director of the National Business and Education Centre, explained that the relationship between schools and business has changed. In her words, "There's much more understanding now about what's in it for each side; . . . adding that she sees less of the confrontation and mistrust that marked the picture a decade ago when the two sectors began to feel each other out" (p. C1). O'Neill (1995) shared this belief that educators and businesses have tended to focus on how different their worlds are, thus creating an adversarial attitude and relationship (p. 19). However, when one examines the desired outcomes that education and business have for students, there are many commonalities. O'Neill explained, "Essentially, then both sectors want the same thing, but are concentrating on differences, rather than on the similar and lasting processes which they both value" (p. 19).

There is much discussion and controversy over the legitimacy of having businesses, as a new source of funding, involved in schools because of the economic need of schools. Molnar (1989-90) pointed out that

> we must make a distinction between business people as citizens and business people as representatives of a powerful special interest group. Business interests may be quite different from the national interest, the interests of educators, or the interests of students and parents. (p. 69)

Rostami (1996) noted that the Conference Board of Canada survey found that businesses are very interested in being involved in education and that businesses are working very hard at building community goodwill and becoming good corporate citizens. Rostami explained that businesses involved with education receive a lot of positive exposure and increased opportunity for product recognition. In addition:

> Companies are increasingly aware that in order to be successful and competitive they've got to incorporate the consideration of public perception, confidence and trust in their business development process. Reputation matters and a company's name is one of the most valuable lasting assets it has. (p. 1)

It appears that, in the past, the perception was that businesses were providing corporate support to promote their own agenda. However, the more recent literature suggested that businesses' desire to be seen in a positive light by the public has forced them to provide support that is also in the best interests of students.

Teachers' Associations

In Alberta it appears that some of the school board trustees together with the president of the Alberta Teachers' Association are not concerned about schools seeking corporate support. Usha Procinsky (as cited in Moysa, 1995), an Edmonton Public School Board associate superintendent, stated that "if you look within our school district only, I can give you an assurance teachers are not fund-raising for essentials" (p. A1). Bauni Mackay (as cited in Moysa, 1995), in her role as the Alberta Teachers' Association president, also went on to explain that "we are not yet having to fund-raise to buy the basic textbooks or basic desks for the room. But it certainly is for computers, musical instruments and supplementary books and supplies for the classroom and library" (p. A1).

Cunningham (1995) reported that delegates at an Alberta Teachers' Association convention complained that "the main concern is that fund-raising is taking the focus away from education and opening schools up to further cuts in government funding" (p. A7). Barrett (1995) acknowledged that the Etobicoke Board of Education has experienced some opposition to the concept of business and education relationships, adding that "most of the antipathy comes from labor unions who are fearful of business having undue influence on young learners" (p. 34). He said that labor unions have not been cooperative in setting up partnerships and that they have provided a lot of resistance. Barrett explained that unions really have a them-versus-us mentality and that they are really concerned about the corporate agenda. He thought that the opposition that comes from individual teachers involves their concern about having to learn new curriculum or to adjust their teaching methods to meet the changing realities of education and society and the needs of the students.

Teachers expressed the view (Perry, 1995) that corporate support is not working for the students, but, rather, businesses are using schools for their own benefit at the students' expense. In a similar vein, the Consumers Union, in its watchdog role, stated the following in "Captive Kids" (n.d.):

> We believe that requiring kids to view paid commercials on classroom TV or in classroom magazines; to fill the classroom with teaching aids that sport corporate logos or self-serving information; to expose kids to radio commercials or billboards or vending machines that push fat-and sugar-laden brand-name products; to enlist whole student bodies in contests that promise a reward in exchange for brand-name recognition violates the integrity of education. (p. 3)

The Saskatchewan Teachers' Federation (Froese-Germain & Moll, 1997) expressed the view that the increasing role played by business in education requires careful consideration. In their words, "Teachers have a special interest in ensuring that these linkages to the business community are rooted in sound educational principles, goals and objectives" (p. 1).

Parents and Principals

The attitudes of parents and principals towards corporate support must also be considered. In a *Calgary Herald* editorial ("An Overdose of Fund-Raising," 1995), the opinion was expressed that parents are not concerned about helping supplement their own children's education, but they resent having to ask friends and neighbours to buy fund-raising goods. The editorial continued, "Teachers are fed up, too. They've overdosed on fund-raising and many fear the more they do, the less the government will do in return" (p. 4). The editor went on to say that fundraising must not relieve the government of its obligation to the taxpayer of educating students.

The *Edmonton Journal* ("School's Fund-Raising Move," 1995) referred to Cochrane High School's "Cow Paradise Lotto '94. " This project raised $76,000 to buy computers for the school by selling tickets on 47 hectares of land, 40 head of cattle, and a mobile home. The *Edmonton Journal* article indicated that "some parents may be uncomfortable with such advertising, but across the country schools are trying to compensate for cuts in government funding" (p. F3). Don

Thomas (as cited in Cunningham, 1995), principal of George McDougall High School in Airdrie, took a similar approach to obtaining funds by raising $50,000 for the school in a "dream home lottery," using the funds raised for extracurricular programs. The participants of the group Support Our Schools (SOS) would approve of such fundraising approaches. Thomas explained, "You can wrestle with your conscience about public support for education but at the end of the day, you've got to look at your kids. I don't think that we can go back to the days of full taxpayer funding for education" (p. A7). Cunningham noted that a similar attitude has permeated the Calgary Board of Education, because it too has set up a committee on fundraising.

Long (as cited in Robertson, 1995) explained that the move towards parent councils in Canada and away from the more bureaucratic power of school boards has been very helpful for corporate-sponsored programs. Long claimed that the parent groups do not have the experience that the bureaucrats have; as a result, the parent groups are more open to change. In Long's opinion, parents are now in a better position to make the decision of letting business into the schools: "Parent councils will be more easily tempted by promises of cash donations, free teacher materials, technology, or better yet, higher student achievement. It's not as if the wider school community has to be sold on a corporate idea" (p. 27). In a similar vein, Robertson observed that getting businesses involved in schools gets even easier: "Alberta Education [now Alberta Learning] suggests that at least one council member might come from a business partnership with the school" (p. 27).

Other Groups

Not every stakeholder group has a positive attitude toward corporate support. In this section the opinions of a student, education critics, mayoralty advisor, and attendees at an education conference are reviewed. Borowko (1998), a British Columbia high school student and member of Youth for Environment and Social Justice, explained that her group understands the need for corporate support, but they feel that it comes at too high a price and is detrimental to students' education. They are concerned about antidisparagement clauses that would prevent students from criticizing sponsors. She elaborated that her group believes that sponsors simply use schools to improve their image. Borowko stated that many corporate supporters follow unethical business practices such as using child labor or polluting the environment. Borowko contended that students are giving up far more than they are gaining and that students "will protect our schools as places of critical thought and knowledge, not corporate control and manipulation" (p. 4).

Stone (1998) commented that Gregg, technology advisor to the mayor of Boston, found the corporate presence in schools to be troubling. Gregg stated, "We need to take a step back and ask, is this what we want for our students? Is there any way around it?" (p. 71). Stone went on to say, "Without an easy answer to that question, look for more billboards among the blackboards" (p. 71).

The second annual Canadian Education Industry Summit was held in Toronto on October 7, 1998. Shaker (1998 a, 1998b , 1999), a teacher and an education critic, and MacIntyre (1998), a teacher and president of Nova Scotia's teachers' union, found disturbing a number of the comments made at that conference regarding business and education relationships. According to Charles Ivey, conference organizer (Shaker, 1999), the purpose of the summit was as "a forum for enterprising educational institutions and investors alike to benefit from a climate of government cutbacks, and the onset of competitive mentalities and demanding stakeholders" (p. 8). MacIntyre learned that the education sector was perceived by businesses as very lucrative, with earning ratios on investments that exceeded most sectors of the economy. It was suggested at the summit that the best way to get into the education market was through partnerships with schools, thus supporting the assertion that business sees schools as an untapped market. MacIntyre noted, "Of particular concern to educators present was the blatant lack of ethics in techniques for marketing products. . . . Conflict of interest did not seem to be a concern" (p. 4) to the marketers. He found it upsetting to see how easily parents and students could be exploited without even realizing it. Shaker (1998 a), an educator like MacIntyre, noticed that conference participants shared five common assumptions. They were:

> 1. By incessantly targeting students between the ages of three and eight they will become life long consumers of the product.
> 2. On-line communication works as well or better than face to face.
> 3. If it is on the computer parents think it is educational.
> 4. It is not a conflict for teachers to encourage the purchase of a product when they receive a percentage of the profit.
> 5. Curriculum can be written by those who have no teaching expertise. (p. 4)

O'Leary (as cited in Shaker, 1998a) added that once a product is established in a school, it will stay there forever and continue to influence the purchasing decisions of students and parents. Shaker commented that "clearly, education is not seen as a public good but, rather, a private good: an industry for private providers who wish to 'crack' this elusive market" (p. 4). MacIntyre contended, "It's like swimming with sharks" (p. 4).

Corporate support does cause concern, and individuals and groups are questioning its merits. Yet in light of the funding shortfalls and few available alternatives, it appears that corporate support may be here to stay with or without widespread acceptance. Critics have maintained that schools still need to exercise caution when accepting corporate support to ensure that it will be used in the students' best interests.

Difficulties With Support

There are many different reasons cited for businesses not wanting to be involved in supporting education, ranging from not having the time to the support being too controversial. Stratman (1998) maintained that the vital issue in not having corporate involvement in schools is that corporate goals are vastly different from those of teachers, parents, and students. As an example of these differences, he pointed out that schools share democratic values and have the goal of seeing students educated to the best of their ability, whereas the corporate sector promotes mediocrity (p. 5). Stratman's point is well taken about the necessity of having similar goals. Prather (1993) too found difficulties with support when the goals of the school and partnership are different and when teachers resent interference in their planning. The corporate sector feels that interference is justified on the basis of the old adage that "he who pays the piper picks the tune" (p. 8).

Corporate support has been identified as being very time consuming by schools when they are required to listen to advertisements that precede announcements. Knaus (2000) noted that advertisements tend to cut into the day and that corporate support "fundamentally interferes with the learning and development process" (p. 3). Hartsook (as cited in MacPherson, 1995) commented that one of the difficulties of corporate support is that "businesses can be very busy at times and have to put the partnership on hold, and schools can get very busy too" (p. 8).

According to "Small Business in School-to-Work Partnerships" (1996), there are several factors that limit small-business involvement in school relationships:

> 1. Small business have relatively fewer employees who typically perform multiple roles whereas a larger company has more staff and can cover other people's roles as well; small businesses have a smaller pool of expertise.
> 2. The urgency of running a business tends to make smaller firms more isolated from the school system.
> 3. Smaller businesses cannot spare extra people to be involved.
> 4. Corporate support can be too much of a financial burden.
> 5. There is uncertainty about the tax incentives for providing corporate support.
> 6. Smaller businesses lack the internal structure and support that would benefit schools. (p. 1)

Woodside (1984) added another difficulty, this one being that corporate support is still largely directed to higher education. As well, many in the corporate sector do not feel that it is their responsibility to provide additional support to education. In Woodside's words, "Most corporations tended to adhere to a traditional view that public education was the government's concern, not ours" (p. 44). At a more pragmatic level, Levine (1986) noted that businesses often do not feel that they have the expertise to provide corporate support or else they feel that it is too controversial to be involved (p. 47).

Robertson (1999) maintained that one of the most difficult aspects of having corporate support is growing dependence upon it: "Partnered schools soon admit that they couldn't survive without the largesse of their corporate benefactors" (p. 5).

In summary, corporate support is not without difficulties. It appears that the goals of education and those of the corporate sector may be very different, corporate support can be very time consuming, it is hard on small businesses to be involved, most corporate support is directed to higher education, many businesses feel that it is not their responsibility to provide additional support, it is controversial, and schools can grow dependent on the additional support.

Ethics and Values

In the last decade society has become concerned about the ethical values that businesses have and the need for schools to model appropriate ethical values. This entails an assessment of whether decisions are right or wrong or good or bad for the students and their education. Ethical decisions regarding corporate support require subjective judgements unless there is a policy in place.

Walker (1996) pointed out that "the overall normative constraints and motivations of policy-making processes are typically assumed to be grounded in the ambition to be ethically wise and virtuous, consistent with obligations, and responsible" (p. 278).

The *Calgary Herald,* in a letter to the editor ("Sporting Chance: Cutting Youth Sports and Other Enhancement Programs Will Hurt Society in the Long Run," 1995), expressed the viewpoint that alternative funds must be found to support high school sports. The editor suggested that getting business involved was the most likely approach, but raises the question, "How much more can or should business be asked to give?" Acknowledging that the corporate sector was already an integral supporter of discretionary funds, the editor indicated that "it means embracing corporate values and ethics—both of which are as diverse as the companies signing on to help shape the minds and bodies of our youth" (p. A6). The editorial went on to ask if it were possible to have corporate support without the moral implications or if business simply has an obligation to voluntarily fund discretionary programs that would otherwise not be available (p. A6).

Hill (1996) maintained that school boards often place their economic circumstances ahead of the corporate supporter's social responsibility and accountability, adding that the attitudes of stakeholders towards corporate support must also be examined from a social responsibility or corporate citizen point of view. Hill explained that corporate supporters often conduct business globally in countries that allow companies to operate in complete autonomy without the restrictions of social consciousness and accountability. As a result, corporate supporters are involved in activities that violate human rights, destroy the environment, and contribute to social injustice. In Hill's words, "Corporations that place profit ahead of corporate social responsibility have no place in the education of our children" (p. 26). Barrett (as cited in McKeown, 1994) explained that he was also concerned about involvement with good corporate citizens, but he thought that corporations are concerned about how they behave only in Canada and not internationally. The basic operating premise of the schools, Barrett contended, is that corporate supporters must benefit the learners, and the corporate relationships and resulting activities had better not embarrass the school board.

It appears that schools and society are concerned about the ethics and values associated with schools receiving corporate support. Schools recognize that their responsibility is to ensure that the corporate support that they accept does not compromise the schools' values and ethics at the students' expense.

Over-Commercialism

Corporate involvement in schools is often interpreted as being over-commercialism. It has been questioned whether the commercialism in schools is posing a growing threat to the integrity of education. The commercialization of schools is a big business, and it is becoming very evident in and around schools. Savitt (as cited in Knaus, 2000) maintained that

> getting advertising into the schools is considered "a coup" by marketers. Advertising is so ubiquitous in our culture. It's everywhere and since no one expects schools to be commercial, corporations manage to "sneak in" advertising (disguised as a curriculum or educational programs or contests) and find that students greet their messages with less skepticism than usual. (p. 3)

An online web report entitled "Captive Kids" (n.d.) found the following trends in corporate support to be very disturbing:

1. Teachers using educational materials and programs in classrooms that are produced by commercial interests and contain biased, self-serving, and promotional information.
2. Pressure on school administrators, teachers, and students to form partnerships with business that turns students into a captive audience for commercial messages, often in exchange for some needed resource.
3. The introduction to the classroom, cafeteria, hallway, or restroom of branded products, licensed brand goods, coupons, sweepstakes and contests, or outright advertisements.

According to an American report entitled "The Consumers Union Education Services" (as cited in Robertson, 1995), strict ethical guidelines have been adopted by 14 state departments and almost all of the 21 national education organizations that were surveyed. These groups have been cautious or even hostile towards commercialism in the classroom. "The report concludes that increasing commercialism 'poses a significant and growing threat to the integrity of education in America' " (p. 24). In a similar vein, Long (as cited in Robertson 1995) reported that the commercialization issue has been very contentious and continues to get a chilly reception. This was evidenced, Long added, by the decision made by School Net, the information highway managed by Industry Canada, hired to link 16,000 schools. The advisory committee for School Net "recently trashed a strategic plan commissioned by Industry Canada that recommended bartering on-line advertising for corporate sponsorships" (p. 27).

The Milwaukee Conference on Corporate Involvement in Schools (as cited in Lozada, 1999) developed a set of seven guidelines to ensure that corporate support does not result in over-commercialization:

1. Students shall not be required to listen, observe, or read advertising.
2. Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation.
3. Selling or providing free access to advertising on school property outside the classroom involves legal and ethical issues.
4. Corporate support must meet an identified education need.
5. Sponsored or donated material should be assessed as if it was being purchased.
6. The discretion of schools and teachers should not be limited in the use of sponsored materials.
7. Sponsor recognition and corporate logos should be for identification rather than for commercial purposes (p. 19).

The issue of corporate support being perceived as over-commercialism appears to be very contentious. Many school districts have been establishing guidelines for corporate support in an attempt to prevent over-commercialization.

Keys to Success of Corporate Support Programs

A number of elements contribute to the success of a corporate support program. All of the various stakeholders in their own way contribute to the successes. As well, the contributing elements change as the corporate support relationship develops and matures.

Initial Stages of Support

Prather (1993) indicated that there are a number of keys to help ensure that corporate support is successful from the very beginning. These include having a clear notion of the benefits of support to all parties, working with the CEO or top hierarchy in the business, setting clear goals for the partnership, and monitoring progress (p. 8). Greenberg (1999) provided additional criteria: (a) All relationships should start fresh; (b) everyone should be patient, flexible, and creative, and be able to customize; (c) planning should be for the long term, and (d) the structure and systems of all parties should be considered (p. 15).

Operative Stage of Support

O'Neill (1995) saw the following elements as contributors to improved student learning and the support relationship between education and business. These elements include open communication, an entrepreneurial approach to education, a defined role for business involvement, a mutual understanding of each others' concerns, a willingness to accept each others' value and advice, and, last, clearly defined skills needed for work (p. 19).

Barfoot and Campbell (1995) explained that problem solving, creating change, public relations, and evaluation and accountability should be added to the list of critical factors contributing to success. They contended that problem solving enables education and business to share problems and work together toward solutions, change fosters the idea that education is not simply a preface to a career but a lifelong endeavour, public relations encourages the use of all strategies at your disposal to keep programs and successes visible and promotes education and business relationships, and evaluation/accountability allows you to see how a project is doing and helps to identify improvements (pp. 12-13).

Routinized Support

The Canadian Teachers Federation (2000) outlined some guidelines that they maintained will help to ensure the continued success of corporate support programs once such support has become commonplace in schools:

> 1. Children, families and public education benefit when the private sector uses its influence to promote economic and social conditions that foster strong public institutions.
> 2. The role of the private sector in shaping the goals of public policy and public education should not exceed that of any other sector or interest group.
> 3. Establishing and maintaining an appropriate relationship between public education and the private sector is possible only when schools and systems are democratically governed and receive adequate public funding.
> 4. Ministers of Education, through consultation with teachers, parents and the community, should establish policies and regulations that address private sector involvement in education.
> 5. Corporate donations of goods and services, including technology, should be distributed equitably. (p. 2)

Callahan (as cited in Lozada, 1999) stated that communication, understanding, and trust are the critical components of a successful school and business relationship. In his words:

> Don't take the business community for granted and don't assume they understand what you do as an educator. You have to show them. You have to really share with them your challenges. That will help you to develop a level of trust so they can share with you what really goes on in

> industry. Neither side will truly understand the other until everyone really sits down and talks. (p. 20)

Each of the various stakeholders contributes to the successes of corporate support relationships. It appears that, as the corporate supporters become more involved with schools, the elements that contribute to the successes become more complex, and it requires a greater commitment on everyone's part.

It appears that many stakeholders have a positive attitude and are not concerned about corporate support, whereas others are questioning its merits.

The literature indicated that corporate support is not without difficulties, ranging from differing goals between education and business to its being time consuming to schools' growing dependence on it. It seems that there are concerns relating to the ethics and values, and risks of over-commercialism associated with corporate support. Schools appear to recognize that it is their responsibility to ensure that corporate support does not compromise the schools' and their students' values. A number of elements seem to contribute to the success of corporate support. These include a clear notion of the benefits to all parties; open communication; a defined role for business involvement; being patient, flexible, creative, and willing to accept each other's values and advice; and planning for the long term.

The Influence of Corporate Support on High Schools

There are many opinions regarding the influence that corporate support may have on students and education generally. According to the ASCD (1989/90):

> Businesses, as institutions, are perhaps the largest and most powerful interest group in our society, and they can exert considerable influence over social and educational policy. Given that potential to influence educational change, either positively or negatively, it is important that educators attempt to structure business involvement in educational policymaking in ways that best promote student welfare. (p. 84)

Allnutt (1993) explained that in Canada, "because the constitutional arrangements for education in this country dictate against any concerted national efforts in this field, at least by governments, it is appropriate for non-governmental sectors to intervene" (p. 22). There are many critics and advocates of having the corporate sector involved in education, and their opinions are worthy of consideration. The different points of view and reactions from stakeholders are necessary to bring about critical discussion and analysis. Allnutt maintained that "we should be flattered, impressed and challenged by businesses' interest in our schools. . . . Corporations are led, managed and peopled by parents whose own children frequent schools, so their opinion is as legitimate as anyone's" (p. 22).

In a similar vein, Barrett (1995) maintained that many businesses and community organizations are involved in education relationships only for altruistic reasons and their desire to assist students. The difficulty is that these organizations are continually inundated with requests for assistance from the education community. Barrett claimed that "their resources are limited and their overall effect is marginal" (p. 32). The opposite concern often prevails too when businesses start to dictate how the relationship will develop because they are the ones helping to pay the bill.

Perry (1992) described the increased interest of businesses wanting to be involved in education as a serious concern: "One wonders if there are not some 'lurking contradictions" (i.e. conflicts of interest) between what is good for business and what is best for students?" (p. 19). It appears then that education and business relationships need to develop where there are mutual goals and a mutual understanding.

Interest Groups' Opinion

MacDonald (as cited in Erskine, 1998) did not think that most companies have a philosophy or social agenda to provide support and ultimately influence education. In MacDonald's words "Certain elites in Canada have been very scared of the influence of business on curriculum. I don't buy into that although I do believe that you have to be vigilant" (p. B14). Shaker (1998b) also urged schools to be cautious. She noted that corporations are clamouring to get into the classroom, where there is no competition. The advertising, products, and curriculum appear to be legitimate because they are in the classroom and seem to be endorsed by the school. Corporate involvement is often provided in ways that suit the supporter's own purposes, and Shaker maintained that schools and teachers must critically analyze the materials for bias. She elaborated, "Increasing corporate involvement in public education must be examined within the broader and multi-dimensional contexts to recognize the more significant implications of the enforced relationship between education and the private sector" (p. 7).

Molnar (as cited in Lozada, 1999), director of the Center for the Analysis of Commercialism in Education, concurred with Shaker's (1998b) reasoning and noted that teachers need to be the gatekeepers for the corporate curriculum or support that will be allowed into the classroom. In Molnar's words:

> Teachers need to be skeptical when they consider engaging in these activities. Anytime you touch a corporation, you're touching an entity whose interests are not the same as your interests. Part of business and industry's engagement in these activities has nothing to do with altruism. Teachers should simply keep in mind who they work for and what their purpose is. If they do that they'll be fine. (p. 19)

O'Leary (as cited in Shaker, 1998 a, p. 4) conceded that there has been resistance by teachers to using corporate supported technology and curriculum but claimed that this bias is not as evident in the younger teachers. Robertson (1995) explained that "endorsation somewhat overstates the reaction of Canada's education gatekeepers; [and that] denial and avoidance better describe the institutional response to corporate materials in the classroom" (p. 24).

Barlow (1995) examined why businesses are all suddenly so interested in getting into schools when that enthusiasm was not there in the past. She concluded that (a) it is to endear students to the ideology of corporate values through corporate-created curriculum that has its own educational slant or agenda, (b) corporate support provides access to students that would otherwise be unavailable, and (c) it allows businesses to be involved in educating the future workforce (p. 6).

Clarke and Dopp (1998) seemed to agree with Barlow and provided the example of companies that are using "greenwash" tactics to portray themselves in a better light. In their words:

> Large-scale resource corporations are not only challenging, but in some cases actually re-writing the curriculum on environmental issues. This includes forestry, mining and petroleum corporations which have a vested interest in making sure that their views on environmental safeguards prevail. (p. 1)

Olson (1989/90) concurred that it is critical for the well-being of these companies to be portrayed in the best possible light so that society thinks well of them and what they do (p. 79).

Molnar (1989-90), as well, cautioned about the use of materials written by special-interest groups. These groups usually have considerable money available to advance their cause. In contrast, groups with opposing views often lack money, or the teachers may lack the experience to point out biases. Molnar went on to say that, when businesses use the spirit of educational support and cooperation to promote their special interests, "what we have is not a civic-minded contribution to education but a commercial transaction in which school children are, in effect uninformed participants" (p. 69). Similarly, Savitt (as cited Knaus, 2000) stated that "one of the most dangerous aspects of corporate-funded curricula is that some kids will feel that information is completely correct, unbiased and valid because it is given to them in the classroom" (p. 2).

According to Giroux (1998), as schools try to raise money for texts, curricula, and extracurricular activities, they are often drawn into using curriculum written by corporations. It is financially appealing to use this material because it is readily available and usually free. However, he asserted that the downside to using this material is that it is self-serving and not appropriate. Giroux described self-serving materials as

> free curriculum packages that shamelessly instruct students to recognize brand names or learn the appropriate attitudes for future work in low-skilled, low-paying jobs, rather than learning how to define the meaning of work and struggle over what it means to subordinate matters of work to the imperatives of a strong democracy. (p. 11)

Lahey (1998) supported these claims and said that she must protest when corporate logos are stamped on the actual teaching materials. She contended that this makes teachers into marketing representatives for the companies. Lahey admitted that she did not buy into the theory that these companies are trying to brainwash the students, but she maintained that the free curriculum products reduce the teachers' control over bias, false information, and sloppy methods. She explained:

> As good corporate citizens, businesses are obliged to help us educate our children. That would be fine if corporate Canada could figure out a way to do this without involving its marketing departments, and could keep its noses and logos out of what's being taught. (p. 20)

The Consumers Union (as cited in Lozada, 1999), publisher of *Consumer Report*, agreed that corporate-sponsored materials have little or no educational value: "In a study of corporate sponsored materials, researchers found that 80 percent contained biased or incomplete information and promoted a viewpoint that favored consumption of the sponsor's product or service" (p. 19).

Robertson (1995) quoted a "Consumers Union Education Services" report that stated:

> Some classroom teachers are among those most willing to trade a few principles for classroom resources: "If it's free (and good) it's for me! Great, glossy, up-to-date, motivating materials . . . are a heck of a lot better than the 1966 textbooks that many teachers are refurbishing to pass out each September." (p. 24)

According to Molnar (as cited in Lozada, 1999), there would not be a concern about corporate influence on students if corporate-sponsored curriculum were not used in the school. In Molnar's words, "I don't think it's ever OK to use corporate curriculum. I think the reason you hire teachers is to have those teachers sort through an appropriate curriculum and do it in a mindful and critical way" (p. 20). It appears that considerable differences in opinion exist between those working inside the classrooms and those who are not about the influence that corporate support is having on schools.

Corporate Sector's Opinion

The corporate sector is often accused of being involved in supporting education with ulterior motives and of changing education to suit themselves and possibly to influence students. Fedorak (as cited in "New Partnership to Open Career Paths," 1995), president of Saskatchewan Career/Work Education Association, stated that they are aware of such accusations and that his organization "is disturbed by that inference. We just haven't seen that, but it's a concern we have to be cautious about" (p. 8).

A Superintendent's Opinion

MacPherson (1995) discussed with Hartsook, superintendent of planning and communications for Saskatoon Public Schools, the undue influence that corporate support may have on the district. Hartsook dismissed the undue influence: "None of our partners are in there selling their wares or pushing their product. All the projects have a strong curriculum focus, . . . and we make sure that businesses maintain their commitment to education, or we walk away" (p. 8).

Teachers' Opinions

Weese (1991), as a teacher and as an author of corporate materials, did not believe that the corporate supported teaching community is having an undue influence on students. He maintained that it is educators who encourage progressive curriculum practices, and they pressure corporations to make their curriculum as free from bias as possible. Weese went on to say that teachers play a vital role in guiding corporate curriculum development to a form that is useful in the classroom. This material often provides in-depth analysis that otherwise would be unavailable (pp. 9-10).

Olson (1989/1990) explained that many alternative materials are flawed and tend to distort key issues, but he noted that "texts often do not capture the spirit of critical inquiry; teachers must look elsewhere, seeking out groups with alternative points of views" (p. 80). These materials provide an opportunity for the students to read about topics written from different perspectives and require students to think critically about issues under the guidance of the teacher. However, both Weese (1991) and Olson agreed that it is teachers who make materials truly educational and engender critical awareness and independence of thought in students.

Effectiveness of Support and Accountability

The business community operates on the premise that any investment must yield a return on its money. When corporate support is sought from businesses, they automatically expect schools to be accountable. This often impedes schools' ability to operate freely and make their own decisions. Thus, effectiveness and accountability must be examined from both the school and business perspectives.

Brown and Funk (1995) stated that "whenever increased funding for education is considered or provided or whenever real educational change is proposed, the private sector immediately demands tangible evidence of an investment well spent" (p. 21). This follows the old adage that, "when push comes to shove, the buck stops here." However, Levine (1986) noted that "the business community does not believe in solving problems by throwing money at them; neither does it shy away from making good investments at a considerable cost when the payback is high" (p. 47).

Perry (1995) noted the double standard that exists: "There are cries from the public for schools to increase their accountability, while at the same time the education is being invaded and increasingly controlled by business which is characterized by its lack of accountability to the public" (p. 9).

Brown and Funk (1995) added that without accountability there is not the corporate support necessary to allow schools to change and accommodate society's demands. Accountability must be discussed with corporate supporters, they claimed, so that the support continues and schools have the freedom to experiment with changes that may not produce tangible and measurable results. Brown and Funk explained that

> the more we attempt to prove our success, the less likely it is that we will achieve it. Business would never be so foolhardy as to tie its hands behind its back. All constituents must realize that accountability is both the key and the lock to the door of school reform. (pp. 23-24)

Khoury (as cited in "The Kids Connection," 1996) noted that "more and more companies have policies for giving that require it [the support] to add value to whatever the company does. More often than not, that value rests in image enhancement" (p. 1). Khoury explained that the most tangible results of corporate support that high schools can produce are better trained and educated students. The hardest part is producing the results that the businesses and schools want in the time that they expect (pp. 1-4).

MacDowell (1989) pointed out that in education there is a longer time interval between an outcome from corporate support and the return on investment. This often poses a problem for the business sector because those who expect a return usually want a more immediate return than the education sector can produce. MacDowell explained, "Helping the public schools produce a better educated populace will, in the long run, help business; but the return business gets on its investment in public schools may simply not be immediate enough to keep investors interested" (p. 10). McDowell continued that the most fulfilling partnerships are those with a perfect match between subject areas and the expertise of the corporate supporter:

> By linking a subject matter to what a business does, what the community values, and what the country aspires to these partnerships can stimulate student interest in practically all subjects. And these efforts often produce results that are measurable and relatively immediate. (p. 10)

Marshall (1995) provided an excellent example of the business sector desire for accountability. He noted that a number of government-sponsored scholarship programs were cancelled for high school students, and as a result educational institutions would be turning to the corporate sector to make up for the lost support. Marshall explained that scholarships are exactly the type of support that they like to provide because accountability has already taken place and is built into the support. He went on to say that "with corporate donors becoming more hard-headed about a return on their investments in education, . . . scholarships may offer an appealing answer for them" (p. B2).

The question is, to what extent does the corporate sector expect a report on the effectiveness of corporate support? It appears that effectiveness, accountability, and a return on investment go hand in hand. The corporate sector follows the business principle that accountability makes for a sound investment. The need by participating businesses to report a return on their investment seems to call for schools to be accountable to their stakeholders. Schools do follow a business market model when competing for funding, students, and teachers; however, this is as far as it goes. Business and education are accountable to different stakeholders. Businesses are guided by the balance sheet and their shareholders, whereas schools are largely funded by taxpayers; thus schools must ultimately be accountable to the public. The majority of schools have been accountable by setting and obtaining goals and objectives for their students. As businesses provide more support for schools, they are expecting accountability to ensure that their dollars are well spent.

Usefulness and Value of Corporate Support

Walker (1996) noted that a policy-driven approach to assess the usefulness and value of corporate support is most effective. He used three criteria to assess the merit of having corporate support: (a) The offer must be educationally sound, (b) there must be direct educational benefit resulting from the corporate participation, and (c) it must be determined whether the advertising or support is intrusive towards the school constituents (p. 278).

Similarly, Pipho (1997) noted that superintendents and school boards often consider only the fiscal issues involving schools. However, Pipho outlined a number of questions that should be asked of all arrangements made with schools:

> 1. Will this reform prepare all American students to be responsible students or just some?
> 2. Will it improve or exacerbate social ills?
> 3. Will it promote cultural unity in our society or sharpen divisions?
> 4. Will it help all people become economically self-sufficient, or will it leave some citizens out?
> 5. Will it contribute to the happiness and enrich the lives of many or just a few?
> 6. Will it lessen inequities in education or aggravate them?
> 7. Will it ensure a basic level of quality among all schools or aid only some schools? (¶7)

A major dilemma facing schools is whether to drop programs because of a lack of funding or seek corporate support to retain them. Hood (as cited in Dunning, 1997-98), executive director of the Ontario Federation of School Athletic Associations, stated that schools would be foolish not to find alternative funding for a program that is valuable. He explained that it is critical that organizations have "strict guidelines to maintain the educational grounding of high school sports while allowing sponsors to put their names before the public in an educational setting" (p. 26). Thus, sponsors are required to conform to the educational goals and principles of the organization. Hood added that they have turned down sponsorship that has not complied with their principles, although most want to promote and support the values of the school (p. 26).

Walker (1996) proposed that the following questions should be asked to assess both the pre- and post-value or usefulness of support that is being offered or has been offered:

1. What is the probability that the support offered for this cause will be or has been helpful to the students in this school?
2. How much will or has the support benefited the overall education program?
3. Will any student be particularly disadvantaged with or without the support?
4. Will or have any students been exploited (treated as means rather than ends) by this support?
5. Would this project, purchase, or course, receive enough priority to be included in the school budget if there were funds available?
6. Will or have the purchasing habits of parents be or been changed because of this support? (p. 282)

In a similar vein, the article "The Kids Connection" (1996) explained that corporate support can be assessed in many ways for its effectiveness, usefulness, or value. The author went on to say that with corporate support, "whether motivated by altruism or marketing goals, a program's success still boils down to the question of whether it made a difference" (p. 3).

Charren (as cited in Knaus, 2000) stated, "Schools have to recognize their priorities about what it is schools should be doing—educating kids" (p. 5). This involves educating students about corporate support and commercialism and the advantages and disadvantages of having it. Charren continued that schools need to tell "kids from a variety of economic groups that what is important is who you are and what you know, not what you have and what you can get" (p. 5) through corporate support.

The literature on corporate support identified the need for schools to be accountable for their decision to be involved in this support. As well, schools need to ascertain whether the corporate support is useful and adds value to the school and its programs.

A Conceptual Framework for Corporate Support

A conceptual framework for corporate support in Alberta high schools is presented in Figure 2.1. The framework illustrates the main concepts identified in the literature on school and business relationships, including the key factors and variables and the supposed relationships that exist among them. This conceptual framework guides the study and design of the data-gathering instrument. The conceptual framework is presented in the form of a flow diagram that has six components described below.

Component one identifies **Needs** and insight into what types of support a school 'needs' or desires. A high school's corporate support needs can be placed in one of three categories: goods, money, and/or time.

The needs component is followed by **Linkages**, which identify (a) the degree to which the school has chosen to actively seek corporate contributions, (b) how it targets potential business supporters, and (c) the degree to which the school engages in commercial profit-producing activities. *Linkages* connects component one to component two.

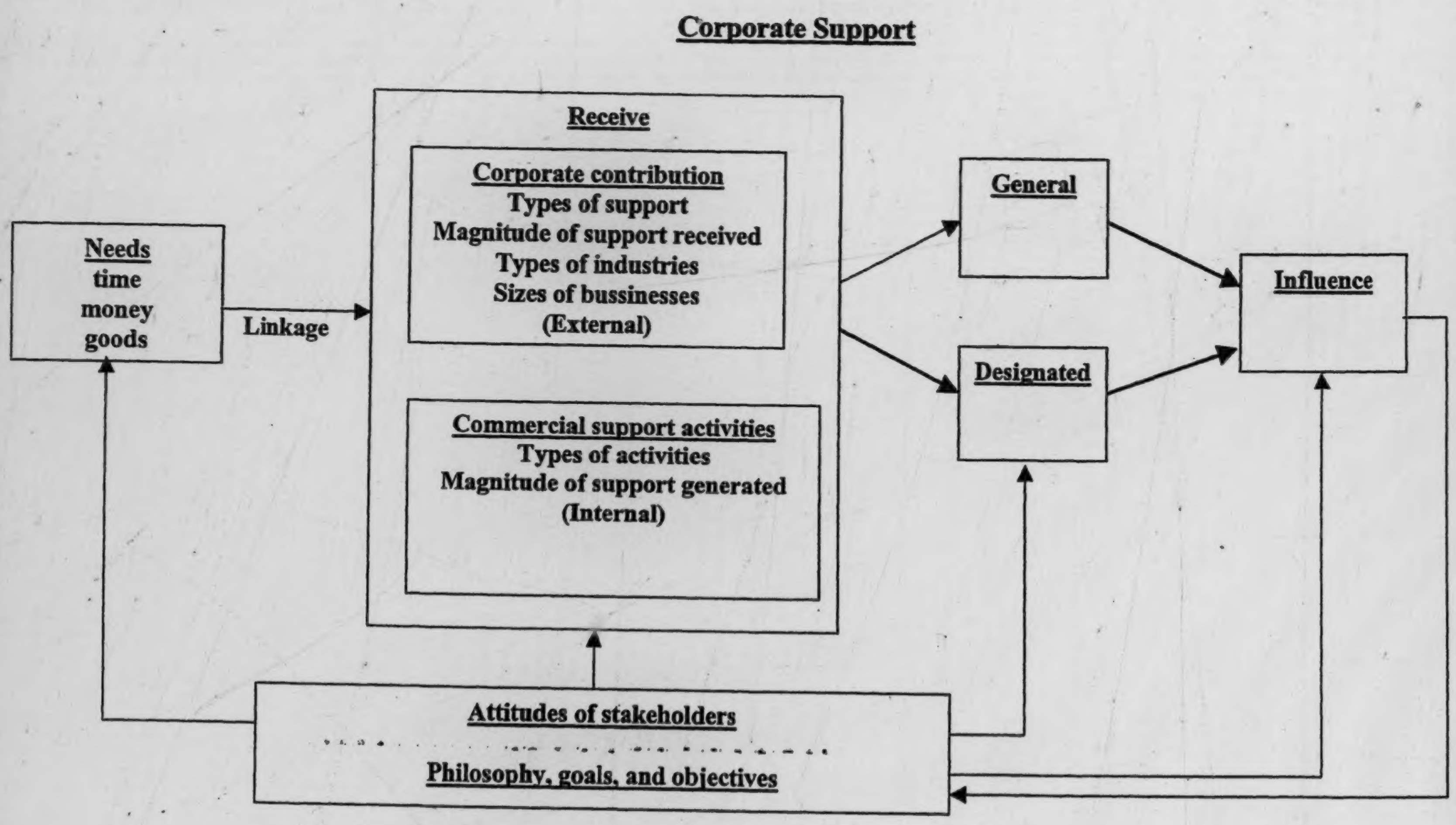
Corporate Support
Needs
time
money
goods
Linkage
Receive
Corporate contribution
Types of support
Magnitude of support received
Types of industries
Sizes of bussinesses
(External)
Commercial support activities
Types of activities
Magnitude of support generated
(Internal)
General
Designated
Influence
Attitudes of stakeholders
Philosophy, goals, and objectives

Figure 2.1. Conceptual framework for corporate support in high schools.

Component two, **Receive**, provides insight into what types of support a school actually receives and consists of two subsets. **Corporate Contribution** identifies the types of support made by businesses operating externally from the school in the form of goods, money, and/or time. This subset also identifies the types of industries providing corporate support, the sizes of the businesses involved in providing corporate support, and the magnitude of the support. The second subset of the **Receive** component is **Commercial Support Activities,** which identifies any internal profit-producing business activities in which a high school may engage to support its school and programs. This subset identifies the types of activities in which the school is involved and the magnitude of support it is generating.

Components three and four, **General** and **Designated,** identify how the support is given. Corporate support can be given as designated (earmarked) support or as nondesignated (general) support. Designated support refers to how corporate supporters would like their time, money, product, service, or expertise used. Nondesignated support leaves the decision about where support is to be used up to the school. Designated support can be allocated to areas that the school indicates do not need support or to areas needing support. All nondesignated support would presumably go to those areas needing support.

Component five identifies possible **Influences** of corporate support on high schools. This stage identifies what influence corporate support and involvement has on students, the school, and education generally. Influence also has an impact on component six.

Component six includes the **Attitudes of Various Stakeholders**. Located in the box below and connected to the other five components, it identifies the respondents' perceptions of the attitudes of various stakeholders towards corporate support. Stakeholders' attitudes have an impact on the other components in the framework. Component six also includes **Philosophy, Goals, and Objectives**; and is separated from **Attitudes of Various Stakeholders** by a broken line. The placement of this component along with the arrows is meant to reflect in pictorial form that this component of the framework is separate from but also has an effect on the other five components.

Summary

The literature review focuses on how the various components of corporate support have been implemented and used in a variety of capacities in schools in both Canada and the United States. Business and education relationships have existed in Canada for much of the country's history, and these relationships have evolved into more complex associations over time. Most school districts have found it best to allow individual schools to choose how they will approach potential corporate supporters and the types of businesses they will target. Schools are receiving support from a diverse group of businesses in terms of types and sizes; these businesses are providing schools with a wide range of offerings, including new resources, new ideas, expertise, and different approaches to learning.

Some literature suggested that business and education relationships are needed to prepare students for the future. These relationships seem to be growing and are perceived to be worthwhile by both parties. The dollar value of corporate support is very large as businesses continue to provide cash, goods, and services. Corporate support in the form of cash tends to be short term with little corporate involvement in the school, whereas long-term relationships require more participation and commitment than the cash support required for meeting an immediate need.

In Alberta at least some stakeholders appear not to be concerned about schools seeking corporate support; however, other individuals and groups are questioning its merits. In light of the perceived low level of provincial funding to education and few alternative sources of funds being available, proponents have claimed that corporate support is here to stay with or without widespread acceptance. Critics have maintained that schools still need to exercise caution when accepting corporate support to ensure that this support will be used in the students' best interests.

Corporate involvement in schools is often interpreted as being over-commercialism. It has been questioned whether it is posing a growing threat to the integrity of education and appears to be very contentious. A number of elements contribute to the success of a corporate support program. These include having a clear notion of the benefits to all parties; maintaining open communication; defining a role for business involvement; being patient, flexible, creative, and willing to accept each other's value and advise; and planning for the long term. The various stakeholders in their own ways contribute to the success.

Many different reasons were cited in the literature concerning why businesses do not want to be involved in supporting education. The reasons range from not having the time to feeling that it is not their responsibility to its being too controversial. It appears that these are issues that both businesses and schools need to work on so that these obstacles can be overcome. According to the literature reviewed, corporate support is not without difficulties, and schools grow dependent on the additional support. In summary, obtaining this support can be very time consuming, most support is directed to higher education, and it is hard on small businesses to be involved. As well, it would seem that the corporate sector expects accountability to ensure that their dollars are well spent.

As discussed in the literature reviewed, in the last decade society has become concerned about the ethical values of businesses and the need for schools to model appropriate ethical values. This concern entails an assessment of whether decisions are right or wrong or good or bad for the students and their education. Ethical decisions regarding corporate support require subjective judgements unless there is a policy in place. Schools recognize their responsibility to ensure that the corporate support that they accept does not compromise the schools' values and ethics at the students' expense.

There are many opinions regarding the influence that corporate support may have on students and education generally. In the past, the perception was that businesses were involved in supporting education with ulterior motives to promote their own agendas of changing education to suit themselves and possibly to influence students. However, at least two writers suggested that businesses' desire to be seen in a positive light by the public has forced them to provide support that is also in the best interests of students. Considerable differences in opinion exist between those working inside the classrooms and those who are not about the influence that corporate support has on schools. If education and business relationships are to continue, they may need to develop in an environment of mutual goals and understanding.

The literature identified the need for schools to be accountable for their decision to be involved in corporate support. As well, schools need to ascertain whether the corporate support is useful and adds value to the school and its programs.

CHAPTER 3

RESEARCH METHOD AND DESIGN

This chapter outlines the research design and the methodological approach used in this study. Specifically, it discusses the research orientation, research approach, development of the questionnaire, pilot study, selection of high schools, assumptions, delimitations, limitations, and ethical considerations.

Statement of Purpose

As stated in Chapter 1, this study was designed to examine corporate support in Alberta high schools with the purpose of determining

1. how widespread corporate support is in Alberta high schools,
2. the amount and types of support Alberta high schools are receiving, and
3. whether corporate support is meeting important needs in high schools.

Research Orientation

In choosing a research orientation, a number of research perspectives needed to be examined to ascertain which was most appropriate. Newton and Rudestam (2001, p. 26) pointed out that the research orientation needs to take into account the research questions and the nature of the accompanying data. As well, the researcher's ontology needs to be considered when a research orientation is chosen. Glesne and Peshkin (1992) stated, "People tend to adhere to the methodology that is most consonant with their socialized worldview. We are attracted to and shape research problems that match our personal view of seeing and understanding the world" (p. 9). Thus, a research orientation is chosen based on the research context and the training and experiences of the researcher. Such was the case in the current study.

Epistemology

The epistemological method chosen for this study was a result of the research questions and my ontology. The study was largely quantitative and generated data that were analyzed using descriptive and some inferential statistics. This study followed the epistemological foundation of positivism with a position that holds that the goal of knowledge is simply to describe observable phenomena as a basis for building scientific knowledge. (Fergusson & Shaw, 1996; Yu, 2000)

Newton and Rudestam (2001) stated that the epistemological doctrine of logical positivism "is a school of thought that maintains that all knowledge is derived from direct observation and logical inferences based on direct observation" (p. 27). Gall, Borg, and Gall (1996) added that "physical and social reality is independent of those who observe it, and that observations of this reality, if unbiased, constitute scientific knowledge" (p. 766). Similarly, Glesne and Peshkin (1992) reported that quantitative methods are "supported by the positivist or scientific paradigm, which leads us to regard the world as made up of observable, measurable facts" (p. 6).

Glesne and Peshkin (1992, p. 7) reported that positivist researchers follow quantitative modes of inquiry. Cook (1991) explained that "the primacy of identifying functional relationships between observables means that observation and quantitative measurement play large roles in positivism" (p. 48). Quantitative research assumes that social facts have an objective reality, variables can be identified, and relationships can be measured. Gall et al. (1996), for purposes of this study, would add that quantitative researchers

1. Assume that social reality is relatively constant across time and settings.
2. View causal relationships among social phenomena from a mechanistic perspective.
3. Study populations or samples that represent populations.

> 4. Use preconceived concepts and theories to determine what data will be collected.
> 5. Generate numerical data to represent the social environment.
> 6. Use statistical methods to analyze data.
> 7. Prepare impersonal, objective reports of research findings. (p. 30)

Cook (1991) maintained that "positivism is also associated with the belief that a single 'crucial experiment' can definitely test a theory" (p. 49).

Family, faith, education, work, and life experiences each, in its own way, has an impact on us and contributes to who we are and how we think and act. My work in education and business has caused me to develop a pragmatic approach to looking at work, life, and the world. Thus, the research method chosen for this study followed the epistemological foundation of positivism and the use of quantitative research techniques as a suitable approach for examining the topic of corporate support in Alberta high schools.

Research Approach

The study was largely of a quantitative nature based on fixed-item responses to a questionnaire, along with open-ended questions that allowed respondents to add further comments. The open-ended questions were designed to help me better understand the fixed-item responses. Newton and Rudestam (2001) pointed out that quantitative research can be enhanced by also including some qualitative research:

> There is a tendency in the social sciences to overemphasize the importance of 'statistically significant' findings and to underemphasize the importance of clinically or socially significant findings. . . . Too often students will assume that the object of research is to achieve statistical significance rather than to make meaningful inferences about behaviour. (p. 32)

The decision to use the questionnaire was based on a number of factors: the relevance of the research, the framework, the purpose of the study, and the limited information available on corporate support in Alberta. These factors demonstrated the significance of the study and the need to identify the school's perspective on corporate support. The questionnaire lent itself well to the conceptual framework, which enabled me to seek answers to the research questions; and, finally, the questionnaire returns provided baseline data that were lacking on corporate support in Alberta high schools.

The questionnaire process was well suited to measuring attitudes and the schools' perceptions of the influence of corporate support. The information sought was quite easily quantified. The sample of public and separate high schools was sufficiently large to provide definitive, quantifiable, and statistically significant results that may have the potential to be generalized to a larger population. Last, use of the questionnaire was essentially evaluative, focused, and objective.

Development of the Questionnaire

A considerable period of time was spent reviewing literature related to corporate partners and corporate involvement in education to become familiar with what was taking place in schools. A structured questionnaire was chosen as the research tool because it allowed a large number of schools to be surveyed. The questionnaire (Appendix A) items reflected areas that I deemed necessary to examine in order to provide an understanding of the value of the education and business relationships that existed in Alberta high schools. The recommendations of Best (1991, pp. 176-177) and Best and Kahn (1989, pp. 190-191) concerning the characteristics of a "good" questionnaire were used to develop questions. These include (a) The questionnaire deals with a significant topic, and the significance should be clearly and carefully stated on the questionnaire or in the letter that accompanies it; (b) the questionnaire seeks only that information that cannot be obtained from other sources; (c) the questionnaire is as short as possible; (d) the questionnaire is attractive in appearance and clearly printed or duplicated; (e) the directions are clear and complete, important terms are defined, and each question deals with a single idea and is worded as simply and clearly as possible; (f) the questions are objective, with no leading suggestions as to the desired responses; (g) questions are presented in good psychological order, proceeding from general to more specific responses; and (h) the questionnaire is structured so that it is easy to tabulate and interpret.

The questionnaire developed for the current study consisted of three types of response items: nominal scales, Likert scales, and four open-ended response questions. Questionnaire items were predominantly of the Likert-scale type. Some nominal scale items were included. Sekaran (1984) stated, "A nominal scale is one that allows the researcher to assign subjects to certain categories or groups" (p. 128). On the other hand, the Likert scale was suited to the assessment of attitudes and allowed for calculation of means and deviations from the mean, as Kinnear and Taylor (1987) explained:

> This involves a series of statements related to the attitude in question. The respondent is required to indicate degree of agreement or disagreement with each of these statements, and responses are given a numerical score that will consistently reflect the direction of the person's attitude on each statement. (p. 324)

Elmore and Beggs (1975; as cited in Sekaran, 1984) found that "the 5 point scale is probably as effective as any, and that an increase from 5 to 7 points on a rating scale does not statistically improve the reliability of the ratings" (p. 132). The open-ended items allowed for general attitudes to be expressed that may not have been available in the questionnaire responses. Kinnear and Taylor (1987) stated:

> An open-ended question requires the respondents to provide their own answer to the question. . . . [These items] allow general attitudes to be expressed which can aid in interpreting the more structured questions. . . . Respondents are not influenced by a predetermined set of response alternatives and can freely express views divergent from the researcher's expectations. (p. 411)

The questionnaire went through numerous drafts to limit the number of items, to ensure that questions were clearly and concisely worded, and to ensure that each question directly addressed the research objectives. Some items in earlier versions of the questionnaire that were simply of the "nice-to-know" variety and did not pertain to the research questions were eliminated.

Pilot Study

The questionnaire was pilot-tested in 10 Alberta high schools. The questionnaire items were found to be clear and the responses useable, and these schools were included in the main study. The necessary changes were made prior to the main study, which included adding more examples of businesses that belong to certain industries and providing additional examples of business volunteers. Zikmund (1994) explained:

> A small-scale pre-test study provides an advance opportunity for the investigator to check the data collection form to minimize errors due to improper design elements, such as poor question wording or sequence. The researcher may also benefit by discovering confusing . . . instructions, learning if the questionnaire is too long or too short, and uncovering other such field errors. (p. 64)

Thus, the pilot study served as an opportunity for respondents to identify problems, to check on the clarity of the items, to check the sequencing of the questions, to suggest modifications, and to comment on the questionnaire. It also allowed me to determine how much time respondents needed to complete the questionnaire. In addition, the pilot study provided an opportunity to collect information for coding, data entry, scanning, and preliminary analysis.

Selection of High Schools

The list of high schools was provided by the Alberta Department of Learning on March 20, 2001. There were 42 public school jurisdictions and 16 Catholic for a total of 58 public and Catholic jurisdictions. The Department of Learning records included four other authorities, for a total of 62 active public, separate, and francophone authorities. These authorities included 533 schools that had students in Grades 10 to 12, with high school populations ranging from a single student to over 2,400 full-time students.

For the purposes of this study, with their superintendents' permission, questionnaires were sent to all public, Catholic, and francophone high schools having 19 or more students in Grades 10 to 12 in the 2000-2001 school year that met this condition. The study questionnaire was mailed to 284 principals of high schools in Alberta. A total of 176 useable responses were obtained, providing a return rate of 62%. Whether or not the principals were the only respondents to the questionnaire or whether more than one person was involved in completing the questionnaire or whether the principals delegated the completion of the questionnaire to someone else is not known.

Reliability and Validity

Reliability and *validity* refer to the measurement characteristics of the questionnaire. Newton and Rudestam (2001) referred to reliability as "the ability of a measure to produce consistent results," and validity "indicates that a measure in fact measures what it purports to measure" (p. 82). Gall et al. (1996) stated:

> In practise researchers tend to apply looser validity and reliability standards to questionnaires and interviews than to tests because the researchers typically are collecting information that is highly structured and likely to be valid. A lower level of item reliability is acceptable when the data are to be analyzed and reported at the group level than at the level of individual respondents. (p. 291)

Reliability

Reliability refers to the consistency of the questionnaire and its ability to measure the same thing over time. Kinnear and Taylor (1987) defined reliability as "the extent to which the measurement process is free from random errors. Reliability is concerned with the consistency, accuracy, and predictability of the research findings" (p. 301). Sekaran (1984) commented that reliability "helps to assess the 'goodness' of a measure, regardless of what it measures (validity), by assessing the 'consistency' or 'stability' of the measure" (p. 157). Jackson (1988) reported, "Reliability refers to the extent to which, on repeated measures, an indicator will yield similar readings" (p. 8). The reliability of the questionnaire was strengthened by measures taken to carefully design the questions and to use the same questionnaire for all of the Alberta high schools included in the study.

Hopkins and Stanley (1981) outlined three methods of estimating reliability: (a) test-retest, (b) parallel form/equivalent form, and (c) split-half. Each method was considered for this study, and only the split-half method was appropriate for some parts of the questionnaire. Each method is discussed in turn.

Test-retest provides the correlation between scores on a test with scores on the same test administered at a later time. For the purposes of this study the test-retest method of reliability could not be used because the questionnaire used in this study was administered only once.

Parallel form/equivalent form provides the correlation between the obtained scores on two forms of the test. This method requires two forms of the test and must be administered to the same respondents. In this study there was only one form of the questionnaire.

Split-half artificially splits the questionnaire into two halves and correlates the individual's scores on the two forms. The split-half method of reliability was not applied to the entire questionnaire because it was inappropriate to do so. However, it was possible to do split-half reliability on several sections of the questionnaire, and this was done for sections 4, 5, 12 and 22. These split-half reliability coefficients are as follows:

1. Questionnaire section 4 split-half reliability coefficient .89 with 14 items

2. Questionnaire section 5 split-half reliability coefficient .78 with 14 items
3. Questionnaire section 12 split-half reliability coefficient .87 with 20 items
4. Questionnaire section 22 split-half reliability coefficient .86 with 10 items

Ary, Jacobs, and Razavieh (1990) explained, "A problem with this method is in splitting the test to obtain two comparable halves" (p. 276). As Mouly (1978) argued, establishing the reliability or consistency of a questionnaire is difficult, and perhaps ensuring validity is a better use of a person's time and energy.

Validity

A valid instrument measures what it claims to measure. Best and Kahn (1989) defined validity as the "quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure" (p. 160). Jackson (1988) referred to validity as "the extent to which a measure reflects the concept, reflecting nothing more or less than that implied by the conceptual definition" (p. 8).

Campbell and Stanley (1963) developed two categories of validity, which they called *internal* and *external*. Cook and Campbell (1979) added two more categories that they called *statistical conclusion* and *construct validity*. Last, content or face validity was examined. Each category is discussed in terms of this study's questionnaire.

Gall et al. (1996) defined internal validity as "the extent to which extraneous variables have been controlled by the researcher, so that any observed effect can be attributed solely to the treatment variable" (p. 467). In the questionnaire the responses were anonymous, and there was no coding to identify the school, school district, or respondent. These steps helped protect the confidentiality of the respondents and their high schools. The anonymity of the respondents provided a measure of confidentiality to their responses and to the information they provided. The researcher is not aware of any events occurring around the time the questionnaire was administered that would have systematically changed the responses for any or all of the respondents.

Gall et al. (1996) defined external validity as "the extent to which the findings of an experiment can be applied to individuals and settings beyond those that were studied" (p. 473). The results of the current study's findings would apply to other provinces or states similar to Alberta in economic and educational conditions. However, Gall et al. noted that "the finding of an educational experiment may be externally valid for one setting, less externally valid for a different setting, and not externally valid at all for some other setting" (p. 473).

Cook and Campbell (1979) referred to statistical conclusion validity as an assessment of whether a study has high enough sensitivity to reveal variability in a construct if differences exist. In the current study's case, statistical conclusion was enhanced by having a large sample of 284 high schools, of which 176 provided useable responses.

Gall et al. (1996) defined construct validity as "the extent to which inferences from a test's scores accurately reflect the construct that the test is claimed to measure" (p. 756). In this study, construct validity refers to how accurately the questionnaire measures what it purports to measure. Best (1991, p. 171) and Churchill (1995, pp. 535-536) concurred that construct validity is the degree to which responses can be accounted for by the explanatory constructs of a sound theory. In this study three criteria were used to ensure construct validity: (a) Each questionnaire item was related to a research problem, (b) comprehensive coverage of the topic was attempted, and (c) there was constant focus on clarity and precision during item construction.

Churchill (1995) stated that "content validity focuses on the adequacy with which the domain of the characteristic is captured by the measure" (p. 534).

Kinnear and Taylor (1987) said that "content validity involves a subjective judgement by an expert as to the appropriateness of the measure" (p. 303). The development of items for the questionnaire was the result of a thorough review of the literature on business and education relationships to ensure that the contents of the questionnaire were valid. The questionnaire was reviewed by the corporate support coordinators of two large school districts, a number of high school principals whose high schools are heavily involved in corporate support, the supervisory committee, and peers to ensure that it had content/face validity, to satisfy the respondents that these were the right questions to ask about corporate support and that the item responses provided were appropriate and representative of business and education relationships.

Assumptions of the Study

The following assumptions were made at the commencement of this study:

1. that to some extent corporate support occurs in Alberta high schools,
2. that the respondents understood the nature and extent of corporate support in their school,
3. that the respondents' perceptions reflected their understanding of corporate support in their high school, and
4. that the respondents would answer the questionnaires honestly and accurately.

Delimitations of the Study

Newton and Rudestam (2001) explained that "delimitations imply limitations on the research design that . . . have been deliberately imposed" (p. 90). The study was delimited in the following ways:

1. The study was delimited to public, Catholic, and francophone high schools in Alberta.

2. The study was restricted to those high schools with 19 or more students in Grades 10 through 12.
3. Charter, cyber, and private high schools were excluded from the study.
4. Remand and penitentiary schools were excluded from the study.
5. The current study dealt with corporate contributions in the form of donations of time, money, and goods; and commercial support activities that include any profit-producing business activities in which a school may be engaged to support the school and its programs. The study did not take into account all of the support provided by individuals in the form of funds, goods, services (parent volunteers, volunteer teacher aides, purchase of raffle tickets, donations of books, money, musical instruments, use of family cars for field trips, etc.).
6. The current study involved solely the respondents' perceptions of corporate support in their high schools;
7. This study was not designed to explore the philosophical question of corporate support in Alberta's high schools.
8. The current study did not seek to identify the respondents' attitudes toward having to acquire corporate support.
9. In its effort to provide some baseline data, the current study whose questionnaire data were collected in the spring of 2001 is but a "photo in time" of the respondents' perceptions of the corporate support in Alberta high schools.

Limitations of the Study

Newton and Rudestam (2001) explained that "limitations . . . refer to restrictions in the study over which you have no control" (p. 90). This study was limited by the following:

1. the inability to track who actually completed and returned the questionnaires because of anonymity provisions of the study, although they were addressed to high school principals;
2. the amount of time that the respondents had available to complete the questionnaire;
3. the respondents' level of interest in completing the questionnaire;
4. the respondents' knowledge and understanding of the corporate support that was taking place in their high school;
5. the respondents' personal experiences, positive or negative, with corporate support;
6. the school's or district's attitude toward corporate support;
7. a possible desire by the respondents to provide information that they felt would please their stakeholders, including parents, students, the school's administrators, the school board, the community, or the researcher;
8. a possible desire by the respondent to promote his or her own desired perspective (agenda) toward corporate support rather than the actual;
9. any events unknown to the researcher occurring within the school or beyond it at the time the questionnaire was administrated that would have systematically biased the responses provided;
10. the willingness of the respondents to complete and return the questionnaire;
11. the incomplete involvement of Alberta high schools which, for example, skewed the overall returns to some degree toward rural high schools; and
12. the responses were the perspectives of a single "educator" per high school, with no involvement by students, parents, supporting businesses, or other constituents.

Ethical Considerations

The study conformed to the University of Alberta's policies and procedures related to research ethics. The nature of this study did not raise concerns about ethical dilemmas. This questionnaire did not pose any threat or harm to participants or to others. Those involved in filling out the questionnaire were free to share information, and the respondents in the study participated voluntarily. The informed consent of the participants was obtained by receiving permission to mail the questionnaires to the principals of public and separate high school from the superintendents of each of the 62 school districts and/or divisions. The superintendents were able to deny access to their high schools. Second, even where the superintendent's permission was obtained, principals were free not to complete the questionnaire if they did not approve of it. Thus, having obtaining the permission of superintendents and the high school principals who completed the questionnaire, I obtained their consent.

Issues of anonymity and confidentiality were addressed in the covering letter included with the questionnaire (Appendix A), which explained that no individual, school, or corporate supporter was identified. As Newton and Rudestam (2001) explained, "The focus in the natural science model of research is the study of average or group effect as opposed to the study of individual differences" (p. 27). Information from the study was aggregated by the province as a whole, by the type of high school, and by the location of the high school, either urban or rural. Business supporters were identified only by the type of industry and size of the business. All opinions and information provided were presented anonymously, and confidentiality was assured. The name of the school or principal or the address were not requested any place on the questionnaire or envelopes. Nor was there any special coding on the return envelope or questionnaire to identify the participating schools.

Data Coding

Churchill (1995) described data coding as "assigning numbers to each of the answers so they may be analyzed, typically by computer" (p. 84). The questionnaire was designed so that each response would elicit a code when it was read by the Scantron optical scanner. The open-ended responses were read individually and, where appropriate, placed in categories for purposes of further analysis.

Data Analysis

Data analysis refers to the orderly arrangement of data so that findings can be analyzed and the results interpreted based on the research questions. Bogdan and Biklen (1998) referred to data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p. 157).

Returned questionnaires were coded and the frequencies tabulated. The data were then made ready for data analysis using the computer program SPSS. This program was used to check the reliability where appropriate and to obtain frequency distributions, the means, and standard deviations. Cohen (as cited in Newton & Rudestam, 2001) explained that "we sometimes learn more from what we see than from what we compute, and [Cohen] argue[d] for an increased use of the graphic display of data . . . prior to or instead of performing complicated statistical analyses" (pp. 32-33). The analysis of the results provided base-line data about corporate support in Alberta high schools and comparative data among sectors of these high schools. The percentage of responses and/or the mean, the standard deviation, and the frequency of response are presented in a table for each question in the questionnaire.

In interpreting the data, a mean of 1.00 to 1.50 indicates use to a *large* extent, a mean of 1.51 to 2.50 indicates use to a *moderate* extent, a mean of 2.51 to

3.50 indicates use to a *slight* extent, and a mean of 3.51 to 4.0 indicates *very slight or not all* of that particular resource. For purposes of analysis, the p value indicates whether or not two variables are statistically significant. A p value of less than .05 (< .05) indicates significance and a statistical difference, and a p value greater than .05 (> .05) indicates no significance and no statistical difference.

The study questionnaire item 6, relating to the extent to which support was "still needed" following what was received, was found to be redundant. As well, questionnaire item numbers 4, 5, and 9, relating to the extent to which various types of support are needed and received, and the extent to which businesses supporters specifically designate support to the various program areas, provided open-ended opportunities for the respondents to add additional types of support and additional areas to designate support. The returned questionnaires indicated that the respondents did not make use of other types of support or additional areas to designate support, and none of the questionnaires were returned with additions. As a result, questionnaire item 6 and these three open-ended response items were not used in the data analysis.

Responses to the open-ended items, which were included in the study, were organized and broken into manageable units. These were synthesized and subjected to analysis in order to identify common themes. Similar comments or themes were grouped into like categories. The frequency of responses, as well as a percentage of total responses is provided for each category based on the total number of responses in the study (176) and the rank order of the categories by the numbers of responses in each.

A number of items in the study questionnaire provided an opportunity for the respondents to indicate whether the question and/or response item did "not apply" (N/A) to their situation or high school. In those questions and/or response items where the respondent indicated that a particular item did "not apply" to their school, the response was omitted in the data analysis.

Conclusions and recommendations were drawn from the analysis of the completed items.

Summary

This chapter has outlined the research orientation, the research design, and the methodological approach that were used in this study. The study was largely of a quantitative nature based on fixed-item responses to a researcher-designed questionnaire, using nominal and Likert scales, along with open-ended questions that allowed respondents to add comments. The questionnaire items reflected areas that I believed needed to be examined in order to understand the value of the education and business relationships that exist in Alberta high schools.

The split-half method of reliability was used on four sections of the questionnaire sections. The reliability coefficients are as follows: .89, .78, .87, and .86, respectively.

Five types of validity were discussed, which included internal, external, statistical conclusion, construct validity, and content or face validity. Validity was enhanced for the current study in a variety of ways. First, the study was based on a large sample. Second, each item of the questionnaire was related to a research problem. Third, comprehensive coverage of the topic was attempted. Fourth, there was constant focus on clarity and precision during item construction. Fifth, the questionnaire was reviewed by a number of individuals who were heavily involved in corporate support. The researcher was unaware of any events occurring around the time that the questionnaire was administered that would have systematically changed the responses for any or all of the respondents. The current study would apply to other provinces or states only to the degree that these were similar to Alberta in economic and educational conditions.

The questionnaire conformed to the University of Alberta's policies and procedures related to research ethics. The questionnaire was pilot-tested in 10 Alberta high schools; it was sent to public, Catholic, and francophone high schools in Alberta; assumptions, delimitations, and limitations inherent in the study were identified; descriptive and some inferential statistics were used to analyze the data; and the computer program SPSS was used to for the statistical analyses, to check the reliability, and to obtain frequency distributions, the means, and standard deviations. Conclusions and recommendations were drawn from the analyzed data.

CHAPTER 4

HOW ACTIVE ALBERTA HIGH SCHOOLS ARE IN SEEKING CORPORATE SUPPORT AND THE SUPPORT THAT IS NEEDED

The purpose of this chapter is to present and discuss the findings of the study in relation to research questions 1 and 2. The findings of the current study are compared with those of other studies.

As indicated in Chapter 3, a questionnaire was distributed to 284 high schools in Alberta, including public, separate, and francophone schools that had 19 or more students in Grades 10 to 12. Of these schools, 176 responded with useable returns, providing a return rate of 62%.

The first section of this chapter addresses research question 1, "How active are Alberta high schools in seeking corporate support?" The second section of this chapter addresses research question 2, "What types of support are needed in Alberta high schools?" Each section consists of parts that address the research question by presenting the findings followed by a discussion. The chapter concludes with a summary of the findings for research questions 1 and 2.

The Activity Level of Alberta High Schools in Seeking Corporate Support

This section addresses research question 1 and consists of three parts. The first part presents the findings on the extent to which Alberta high schools make use of business support. The second part reports how schools identify or target a specific business as a potential sponsor, and the third part presents the commercial activities in which high schools are involved to support their programs and/or services. Each part addresses the question, provides the findings, and presents a discussion.

Research Question 1

Research question 1 asked, "How active are Alberta high schools in seeking corporate support?"

Use of Corporate Support in Alberta High Schools

Findings. The finding of this study on the extent of business support used by Alberta high schools is presented in Table 4.1. Most respondents reported that Alberta high schools in the current study were making use of business support. The majority of these schools, 57.5%, reported that they are using business support to a *moderate* extent, with 32.8% reporting use to a *slight* extent, 7.5% reporting using business support to a *large* extent, and 2.3% reporting *very slight or no use* of business support. The mean for all Alberta high schools was between a *slight* and a *moderate* extent.

Table 4.1

The Extent to Which Business Support Is Used by Alberta High Schools

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	SD	N
To what extent does your high school make use of business support?	7.5	57.5	32.8	2.3	2.3	.64	174

Discussion. In the current study approximately 98% of the respondents in Alberta high schools reported using corporate support in their schools. Angus (1998), Barlow (1995), Marshall and Shutiak (1994), and Robertson (1999) reported in their studies on corporate support in Canadian high schools that corporate support is taking place in Canadian schools without specifying the extent that it is occurring in individual provinces. Angus acknowledged that schools across Canada are involved in seeking corporate support. Barlow reported that corporate support is occurring in schools throughout North America, including Canada. The current study has referred specifically to Alberta high schools, and most respondents reported that Alberta high schools were making use of business support to a *moderate* extent. Marshall and Shutiak provided examples of the locations and types of schools that are using and seeking support. Following the First Canadian Education Industry Summit, Robertson commented that corporate support is indeed already occurring in Canadian schools and that it is only going to increase. Her findings did not refer specifically to Alberta, but Canada in general; nor did she indicate the extent that corporate support is being used in any one province.

How Schools Identify or Target a Specific Business as a Potential Sponsor

Findings. The extent to which high schools reported using one or more of nine strategies to identify or target a specific business as a potential sponsor are presented in Table 4.2. The responses have been ordered in ascending order of means and descending order of use, with 1 representing *large* and 4 representing *not at all*. A rank order of means has also been provided.

For purposes of analysis, a mean of 1.00 to 1.50 indicates use to a *large* extent, a mean of 1.51 to 2.50 indicates use to a *moderate* extent, a mean of 2.51 to 3.50 indicates use to a *slight* extent, and a mean of 3.51 to 4.0 indicates *very slight or not all* of that particular resource to target a specific business as a potential sponsor. For each of the nine resources identified in the questionnaire, there was a range of responses from *not at all* to a *large* extent. As the means reveal, more use was made of some of these resources and less of others.

It was reported by 40% of the responding high schools that they relied to a *moderate* extent, with a mean of 2.05, on staff, teacher, and/or school administration to identify or target specific businesses as potential sponsors. The respondents reported relying to a *slight* extent, with means ranging from 2.52 to

Table 4.2

How Schools Identify or Target a Specific Business as a Potential Sponsor

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	Rank	SD	N
To what extent does your school use the following to identify or target a specific business as a potential sponsor?								
Rely on staff, teacher and/or school's administration	30.2	40.1	24.4	5.2	2.05	1	.87	172
Rely on parent connections	11.2	36.1	42.0	10.7	2.52	2	.83	169
Rely on a specific fund raising effort, funding request, or capital project	14.7	31.3	35.0	19.0	2.58	3	.96	163
Rely on local networks (e.g., Lions Club, Chamber of Commerce, etc.)	7.2	31.9	39.2	21.7	2.75	4	.88	166
Businesses approach your school	3.6	16.6	58.6	21.3	2.98	5	.72	169
Rely on student connections	4.6	19.7	45.4	30.3	3.01	6	.83	152
Rely on school co-ordinator/business manager	11.6	7.4	22.5	48.6	3.08	7	1.06	138
Rely on local advertising and/or direct mailings	1.8	17.2	38.0	42.9	3.22	8	.79	163
Rely on school district/division co-ordinator	4.1	7.5	24.0	64.4	3.49	9	.81	146

3.49 on the following eight resources to target a specific business as a potential sponsor, in descending order of use, with the accompanying percentage of high schools that reported relying on the resource to a slight extent: parent connections, 42%; a specific fundraising effort, 35%, local networks, 39%; businesses approaching the schools, 59%; relying on students, 45%; relying on school coordinator/business manager, 23%; relying on local advertising and/or direct mailings, 38%; and/or relying on school or school district coordinators/ business managers to identify or target specific businesses as potential sponsors, 24%.

Discussion. The nine strategies used to identify or target a specific business had a range of responses from 138 to 172. The lower response rates apply especially to three categories that relate to relying "on school coordinators/business managers," on "district/division coordinators," and "on student connections" to seek out support. It appears that these categories do not apply to many of the 176 responding Alberta high schools or that they are not available for use to seek potential support for many of these schools. This may explain the somewhat lower response rates for these three potential strategies.

The response category relating to businesses approaching the school to offer support was the only category that involved corporate supporters offering their support; the other categories involved schools approaching businesses. The respondents reported that businesses do offer support to schools without being asked, although only to a slight extent by 59% of all high schools.

In the current study the most frequently used method to identify or target specific businesses as potential sponsors was to rely on staff, teacher, and/or school administration. This finding was supported by those of Dempster (1995), Gilmour and Moysa (1995), McKeown (1994), and Robertson (1998), whose findings indicated that corporate support is best handled at the school level rather than at the district level, and by the schools' staff, teachers, and administration.

The Commercial Activities in Which High Schools Are Involved to Support Their Programs and/or Services

Findings. Alberta high schools reported being involved to differing degrees in the nine types of commercial activities to support their programs and/or services, as presented Table 4.3 in descending percentage order of use. Some 58% of Alberta high schools reported being involved in one or more of the following: auctions, lotteries, raffles, bingos, and casinos. An almost equal number, 56.3%, reported selling goods in their schools. Almost half of Alberta high schools, ranging from 43.2% to 47.2%, reported selling advertising, operating a cafeteria, charging admission to concerts or performances, and marketing products in the community. Just over a third, 36.4%, reported leasing or renting their facilities, followed by slightly over a quarter, 26.7%, who reported using beauty culture/salon; and an almost equal percentage, 26.1%, reported using automotive service to support their programs and/or services.

Discussion. Each of the eight types of commercial support activities are being used to varying degrees in Alberta high schools. In the literature, Gilmour (1995) pointed out that schools need to sell goods to support their programs and services. The types of commercial activities that Alberta high schools are using to support their programs and/or activities have also been identified by Bauman and Crampton (1995), Cunningham (1995), Gilmour (1995), Knaus (2000), Moysa (1995), and the *Edmonton Journal* ("School's Fund-Raising Move," 1995) as being used here in Alberta or elsewhere.

Gilmour (1995) and Moysa (1995) found that schools are involved in selling goods and in running casinos. Bauman and Crampton (1995) and Knaus (2000) noted that schools are selling advertising space in the school, on uniforms, and in the yearbook. As well Cunningham (1995) and the *Edmonton Journal* ("School's Fund-Raising Move," 1995) reported that schools are involved in gaming activities, such as lotteries, to support their programs and/or activities.

Each of the commercial support activities identified in one or more of the studies reviewed were reported in a quarter or more of the Alberta high schools in the current study.

Table 4.3

The Commercial Activities in Which Schools are Involved to Support Their Programs and/or Services

Question	1 Yes %	2 No %	Mean	Rank	SD	N
In which of the following commercial activities is your high school involved to support its programs and/or services?						
School auctions, lotteries, raffles, bingos, casinos	58.0	42.0	1.42	1	.50	176
Selling goods in the school (e.g., school store)	56.3	43.7	1.44	2	.50	176
Selling advertising in gymnasium, hallways, library, billboards, school newspaper, yearbook or on uniforms etc.	47.2	52.8	1.53	3	.50	176
Cafeteria	45.5	54.5	1.55	4	.50	176
Concerts/performances at which admission is charged	43.7	56.3	1.56	5	.50	176
Marketing product in the community (e.g., mugs, T-shirts, chocolates, catalogue sales)	43.2	56.8	1.57	6	.50	176
Leasing/rental (e.g., school gymnasium, theatre, classrooms, industrial art facilities, cafeteria)	36.4	63.6	1.64	7	.48	176
Beauty Culture / Salon	26.7	73.3	1.73	8	.44	176
Automotive Service	26.1	73.9	1.74	9	.44	176

The Types of Support Alberta High Schools Need

This section of Chapter 4 addresses Research Question 2. The findings on the types of support high schools need are presented followed by a discussion.

Research Question 2

Research Question 2 asked, "What types of support are needed in Alberta high schools?"

In interpreting the data, a mean of 1.00 to 1.50 indicates use to a *large* extent, and these are "first-order" needs. A mean of 1.51 to 2.50 indicates use to a moderate extent, and these are "second-order" needs. A mean of 2.51 to 3.50 indicates use to a slight extent, and these are "third-order" needs. Last, a mean of 3.51 to 4.0 indicates *very slight or not at all,* and these are "fourth-order" needs.

The Extent to Which High Schools Need Various Types of Business Support

First, an analysis of high school needs was done for the province as a whole. Second, analysis was undertaken comparing rural and urban schools. Third, the findings for academic, vocational, comprehensive, and outreach high schools were analyzed and compared separately. The data for all the sets of analysis are presented in Tables 4.4 and 4.5 in ascending order of means.

Findings. For each of the 14 types of resource needs identified in the questionnaire, there was a range of responses from needed to a *large* extent to not at all needed. As the percentages and the means reveal, there is more need for some of these resources than for others.

Provincial needs. The provincial average of the types of support Alberta high schools reported, as a whole, that they need are presented in Table 4.4. These 14 needs have been divided into two categories: those with a mean from 1.58 to 2.44 and those with a mean from 2.51 to 3.13. There were no "first-order" needs; that is, those having a mean between 1.00 and 1.50. A mean between 1.58

Table 4.4

The Extent to Which Alberta High Schools Need Various Types of Business Support

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	Rank	SD	N
To what extent does your school need the following types of business support?								
Awards/scholarships	57.6	29.4	10.0	2.9	1.58	1	.79	170
Career development, training internships, work experience	46.2	37.0	13.3	3.5	1.74	2	.82	173
Extracurricular activities/resources	27.5	36.3	28.7	7.6	2.16	3	.92	171
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, work site mentors	21.1	43.9	27.5	7.6	2.22	4	.86	171
Cash/financial assistance (not specifically earmarked)	25.3	32.5	30.7	11.4	2.28	5	.97	166
Non-cash prizes (for raffles, lotteries, auctions)	13.9	39.4	35.2	11.5	2.44	6	.87	165
Computers, computer software	20.8	31.5	23.8	23.8	2.51	7	1.07	168
Products and/or service (other than computers, prizes or sports equipment /uniforms)	10.0	28.1	40.6	21.3	2.73	8	.83	160
Sports equipment/uniforms	16.8	22.4	29.2	31.7	2.76	9	1.08	161
Use of business: equipment, facilities, expertise, cars/buses	9.5	23.4	36.1	31.0	2.89	10	.96	158
Purchase of advertising	3.7	31.5	34.6	30.2	2.91	11	.87	162
Property, plant and/or equipment improvements	12.5	17.5	26.9	43.1	3.01	12	1.06	160
Learning materials	6.7	18.3	38.4	36.6	3.05	13	.91	164
Business-developed course materials	4.3	15.4	43.2	37.0	3.13	14	.83	162

Table 4.5

The Types of Support Each Type of Alberta High School Needs

Question	Prov. N=165	Urban N= 80	Rural N= 83	Academic N= 86	Vocational N= 8	Compre-hensive N= 46	Outreach N= 19
To what extent does your school need the following types of business support?							
Awards/scholarships	1.58 (1)	1.57 (1)	1.60 (1)	1.42 (1)	1.13 (1)	1.72 (1)	2.32 (2)
Career development, training internships, work experience	1.74 (2)	1.77 (2)	1.74 (2)	1.77 (2)	1.63 (2.5)*	1.77 (2)	1.68 (1)
Extra-curricular activities/resources	2.16 (3)	2.18 (3.5)*	2.15 (3)	2.01 (3)	1.63 (2.5)*	2.30 (4)	2.68 (4.5)*
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, work site mentors	2.22 (4)	2.18 (3.5)*	2.26 (4)	2.24 (5)	1.88 (4.5)*	2.22 (3)	2.40 (3)
Cash/financial assistance (not specifically earmarked)	2.28 (5)	2.22 (5)	2.33 (6)	2.17 (4)	1.88 (4.5)*	2.44 (5)	2.68 (4.5)*
Non-cash prizes (for raffles, lotteries, auctions)	2.44 (6)	2.49 (7)	2.39 (7)	2.35 (6)	2.50 (10)	2.45 (6)	2.95 (7)
Computers, computer software	2.51 (7)	2.44 (6)	2.57 (8)	2.43 (7)	2.25 (7)*	2.70 (7)	2.72 (6)
Products and/or service (other than computers, prizes or sports equipment /uniforms)	2.73 (8)	2.66 (8)	2.27 (5)	2.61 (9)	2.75 (12)	2.75 (8)	3.22 (10)
Sports equipment/uniforms	2.76 (9)	2.92 (9)	2.61 (9)	2.49 (8)	2.25 (7)*	3.00 (9)	3.60 (14)
Use of business: equipment, facilities, expertise, cars/buses	2.89 (10)	3.04 (12)	2.74 (10)	2.80 (11)	2.38 (9)	3.09 (11)	3.25 (11.5)*
Purchase of advertising	2.91 (11)	3.01 (11)	2.83 (11)	2.67 (10)	3.00 (14)	3.25 (13)	3.44 (13)
Property, plant and/or equipment improvements	3.01 (12)	2.93 (10)	3.06 (13)	3.02 (12)	2.25 (7)*	3.03 (10)	3.25 (11.5)*
Learning materials	3.05 (13)	3.11 (13)	2.96 (12)	3.06 (13)	2.63 (11)	3.11 (12)	3.11 (8)
Business developed course materials	3.13 (14)	3.18 (14)	3.09 (14)	3.12 (14)	2.88 (13)	3.33 (14)	3.21 (9)

( ) rank
* tied ranks

and 2.44 indicates a *moderate* need. There are six of these "second-order" needs, in descending order of magnitude:

1. awards and/or scholarships;
2. career development, training, internships, and work experience;
3. extracurricular activities/resources;
4. donations of time through mentors, tutors, and guest speakers;
5. cash/financial assistance (not specifically earmarked); and
6. non-cash prizes (for raffles, lotteries, auctions).

Alberta high schools also reported having eight "third-order" resource needs. As shown in Table 4.4, the means for these "needs" ranged from 2.51 to 3.13, placing them in the category of *slight* needs. They ranked from 7 through 14 among the resource needs appearing in the table. These eight "third-order" needs are in descending order as follows:

7. computers and computer software;
8. products and/or service (other than computers, prizes, or sports equipment/uniforms);
9. sports equipment/uniforms;
10. use of business resources: equipment, facilities, expertise, cars/buses;
11. having others purchase advertising;
12. property, plant, or equipment improvements;
13. learning materials; and
14. needing business-developed course materials.

For comparison purposes the needs of provincial high schools as a whole are compared with the needs of urban and rural high schools, followed by academic, vocational, comprehensive, and outreach high schools. The specific needs of each of these groups are presented in Table 4.5.

Urban and rural high school needs.

Urban high school needs. The types of support that Alberta's urban high schools reported they need have been divided into two categories. The first category includes those with a mean from 1.57 to 2.49, indicating a *moderate* need. There are seven "second-order" needs, in descending order of magnitude:

1. awards and/or scholarships;
2. career development, training, internships, and work experience;
3. donations of time through mentors, tutors, and guest speakers;
4. extracurricular activities/resources;
5. cash/financial assistance (not specifically earmarked);
6. computers and computer software; and
7. non-cash prizes (for raffles, lotteries, auctions).

Alberta's urban high schools also reported having seven "third-order" resource needs. As shown in Table 4.5, the means for these "needs" ranged from 2.66 to 3.18, placing them in the category of *slight* needs. They ranked from 8 through 14 among the resource needs appearing in the table. These seven "third-order" needs are in descending order as follows:

8. products and/or service (other than computers, prizes, or sports equipment/uniforms);
9. sports equipment/uniforms;
10. property, plant, or equipment improvements;
11. having others purchase advertising;
12. use of business resources: equipment, facilities, expertise, cars/buses;
13. learning materials; and
14. needing business-developed course materials.

Rural high school needs. The types of support that Alberta's rural high schools reported they need have been divided into two categories. The first category includes those with a mean from 1.60 to 2.39, indicating a *moderate* need. There are seven "second-order" needs, in descending order of magnitude:

1. awards and/or scholarships;
2. career development, training, internships, and work experience;
3. extracurricular activities/resources;

4. donations of time through mentors, tutors, and guest speakers;
5. products and/or service (other than computers, prizes, or sports equipment/uniforms);
6. cash/financial assistance (not specifically earmarked); and
7. non-cash prizes (for raffles, lotteries, auctions).

Alberta's rural high schools also reported having seven "third-order" resource needs. As shown in Table 4.5, the means for these "needs" ranged from 2.57 to 3.09, placing them in the category of *slight* needs. They ranked from 8 through 14 among the resource needs appearing in the table. These seven "third-order" needs in descending order are as follows:

8. computers and computer software;
9. sports equipment/uniforms;
10. use of business resources: equipment, facilities, expertise, cars/buses;
11. having others purchase advertising;
12. learning materials;
13. property, plant, or equipment improvements; and
14. business-developed course materials.

Academic, vocational, comprehensive, and outreach high school needs.

Academic high school needs. The types of support that Alberta's academic high schools reported they need have been divided into three categories. The first category includes

1. awards and/or scholarships,

and this type of resource had a mean of 1.42, indicating a *large* and a "first-order" need.

Alberta's academic high schools also reported having seven "second-order" resource needs. As shown in Table 4.5, the means for these needs ranged from 1.77 to 2.49, placing them in the category of *moderate* needs. They ranked from 2 through 8 among the resource needs appearing in the table. These seven "second-order" needs, in descending order, are as follows:

2. career development, training, internships, and work experience;
3. extracurricular activities/resources;
4. cash/financial assistance (not specifically earmarked);
5. donations of time through mentors, tutors, and guest speakers;
6. non-cash prizes (for raffles, lotteries, auctions);
7. computers and computer software; and
8. sports equipment/uniforms.

Alberta's academic high schools also reported having six "third-order" resource needs. As shown in Table 4.5, the means for these needs ranged from 2.61 to 3.12, placing them in the category of *slight* needs. They ranked from 9 through 14 among the resource needs appearing in the table. These six "third-order" needs in descending order are as follows:

9. products and/or service (other than computers, prizes, or sports equipment/uniforms);
10. having others purchase advertising;
11. use of business resources: equipment, facilities, expertise, cars/buses;
12. property, plant, or equipment improvements;
13. learning materials; and
14. business-developed course materials.

Vocational high school needs. The types of support that Alberta's vocational high schools reported they need have been divided into three categories. The first category includes

1. awards and/or scholarships,

and this type of need had a mean of 1.13, indicating a *large* and a "first-order" need.

Alberta's vocational high schools also reported having nine "second-order" resource needs. As shown in Table 4.5, the means for these needs ranged from 1.63 to 2.50, placing them in the category of *moderate* needs. They ranked from 2 through 10 among the resource needs appearing in the table. These nine "second-order" needs in descending order are as follows:

2. extracurricular activities/resources;
3. career development, training, internships, and work experience;
4. donations of time through mentors, tutors, and guest speakers;
5. cash/financial assistance (not specifically earmarked);
6. property, plant, or equipment improvements;
7. computers and computer software;
8. sports equipment/uniforms;
9. use of business resources: equipment, facilities, expertise, cars/buses; and
10. non-cash prizes (for raffles, lotteries, auctions).

Alberta's vocational high schools also reported having five "third-order" resource needs. As shown in Table 4.5, the means for these needs ranged from 2.63 to 3.00, placing them in the category of *slight* needs. They ranked from 11 through 14 among the resource needs appearing in the table. These four "third-order" needs in descending order are as follows:

11. learning materials;
12. products and/or service (other than computers, prizes, or sports equipment/uniforms);
13. business-developed course materials; and
14. having others purchase advertising.

Comprehensive high school needs. The types of support that Alberta's comprehensive high schools reported they need have been divided into two categories. The first category includes those with a mean from 1.72 to 2.45, indicating a *moderate* need. They ranked from 1 through 6 among the resource needs appearing in Table 4.5. These six "second-order" needs in descending order of magnitude are as follows:

1. awards and/or scholarships;
2. career development, training, internships, and work experience;
3. donations of time through mentors, tutors, and guest speakers;
4. extracurricular activities/resources;
5. cash/financial assistance (not specifically earmarked); and
6. non-cash prizes (for raffles, lotteries, auctions).

Alberta's comprehensive high schools also reported having eight "third-order" resource needs. As shown in Table 4.5, the means for these "needs" ranged from 2.70 to 3.33, placing them in the category of *slight* needs. They ranked from 7 through 14 among the resource needs appearing in the table. These eight "third-order" needs, in descending order, are as follows:

7. computers and computer software;
8. products and/or service (other than computers, prizes, or sports equipment/uniforms);
9. sports equipment/uniforms;
10. property, plant, or equipment improvements;
11. use of business resources: equipment, facilities, expertise, cars/buses;
12. learning materials;
13. having others purchase advertising; and
14. business-developed course materials.

Outreach high school needs. Outreach high schools are alternative high schools that offer individualized programs for students who cannot function in regular high school settings. These schools are generally located in storefront locations or in office buildings. Outreach high schools usually do not have facilities such as gymnasiums or cafeterias, and their extracurricular programs are often limited.

The types of support that Alberta's outreach high schools reported they need have been divided into three categories. The first category of needs has a mean between 1.68 and 2.40, indicating a *moderate* need. There are three *moderate* needs, and they ranked from 1 through 3 among the resource needs appearing in Table 4.5. These three "second-order" needs in descending order of magnitude are as follows:

1. career development, training, internships, and work experience;
2. awards and/or scholarships; and
3. donations of time through mentors, tutors, and guest speakers.

Alberta's outreach high schools also reported having 10 "third-order" resource needs. As shown in Table 4.5, the means for these needs ranged from 2.68 to 3.44, placing them in the category of *slight* needs. They ranked from 4 through 13 among the resource needs appearing in the table. These 10 "third-order" needs, in descending order, are as follows:

4. extracurricular activities/resources;
5. cash/financial assistance (not specifically earmarked);
6. computers and computer software;
7. non-cash prizes (for raffles, lotteries, auctions);
8. learning materials;
9. business-developed course materials;
10. products and/or service (other than computers, prizes, or sports equipment/uniforms);
11. use of business resources: equipment, facilities, expertise, cars/buses;
12. property, plant, or equipment improvements; and
13. having others purchase advertising.

Alberta's outreach high schools also reported having one "fourth-order" resource need. As shown in Table 4.5, the least needed resource for these schools is as follows:

1. sports equipment/uniforms,

and it has a mean of 3.60, indicating that it is needed *very slightly or not at all.*

Discussion. Although there were differences from high school to high school across the province, Alberta high schools, as a whole, reported having six types of support that were needed to a *moderate* extent. In descending order of need they were as follows:

1. awards and/or scholarships;
2. career development, training, internships, and work experience;
3. extracurricular activities/resources;
4. donations of time through mentors, tutors, and guest speakers;
5. cash/financial assistance (not specifically earmarked); and
6. non-cash prizes (for raffles, lotteries, auctions).

When the analysis was done by the types of high schools, some differences existed in the order among types of support needed. However, urban and rural high schools reported needing the same *moderate* needs as the whole province. In addition urban high schools needed "computers and computer software" and rural high schools needed "products and/or service (other than computers or prizes)" to a *moderate* extent.

Alberta's comprehensive high schools reported having the same *moderate* needs as the whole province. Academic and vocational high schools reported needing "awards and scholarships" to a *large* extent. Academic high schools had seven *moderate* needs and vocational high schools had nine. Academic and vocational high schools' *moderate* needs included the following five provincial *moderate* needs:

1. career development, training, internships, and work experience;
2. extracurricular activities/resources;
3. donations of time through mentors, tutors, and guest speakers;
4. cash/financial assistance (not specifically earmarked); and
5. non-cash prizes (for raffles, lotteries, auctions).

They both also needed "computers and computer software" and "sports equipment and uniforms" to a *moderate* extent, and vocational high schools had two additional *moderate* needs: "property, plant, and equipment improvements" and "use of business resources: equipment, facilities, expertise," for a total of nine *moderate* needs. Alberta's outreach high schools' greatest needs to a *moderate* extent included "career development, training, internships, and work experience," "awards and/or scholarships," and "donations of time through mentors, tutors, and guest speakers."

Alberta high schools as a whole reported a *slight* need for 8 of the 14 types of business support. In descending order of need they were as follows:

1. computers and computer software;
2. products and/or service (other than computers, prizes, or sports equipment/uniforms);
3. sports equipment/uniforms;
4. use of business resources: equipment, facilities, expertise, cars/buses;
5. having others purchase advertising;
6. property, plant, or equipment improvements;
7. learning materials; and
8. needing business-developed course materials.

There were some differences in the order of needs among the types of support that the various high schools reported needing. Alberta's urban and rural high schools' *slight* needs were the same as those of the whole province, with the exception of "computers and computer software" for Alberta's urban high schools and "products and/or services (other than computers, prizes, or sports equipment/uniforms)" for Alberta's rural high schools, which both reported needing these two types of support to a *moderate* extent.

Alberta's comprehensive high schools had the same eight *slightly* needed types of support as the whole province. Alberta's academic high schools had six of the same *slightly* needed types of support as the whole province, with the exception of "computers and computer software" and "sports equipment and uniforms," which were both needed to a *moderate* extent.

Alberta's vocational and outreach high schools had four *slightly* needed types of support in common with each other and with the province as a whole.

They were as follows: "learning materials," "products and/or service (other than computers, prizes, or sports equipment/uniforms)," "business-developed course materials," and "having others purchase advertising." Alberta's outreach high schools had an additional six types of support, for a total of 10 of the 14 types of support that were needed to a *slight* extent. They were as follows:

1. extracurricular activities/resources;
2. cash/financial assistance (not specifically earmarked);
3. computers and computer software;
4. non-cash prizes (for raffles, lotteries, auctions);
5. use of business resources: equipment, facilities, expertise, cars/buses; and
6. property, plant, or equipment improvements.

Alberta's outreach high schools were the only type of school that reported needing a type of support *very slightly or not at all* and this was for "sports equipment and uniforms."

The respondents in the current study indicated that their needs included awards and scholarships; career development, training internships, and work experience; mentors, tutors, classroom instructors, experts, volunteers, guest speakers, and worksite mentors; cash or financial assistance (not specifically earmarked); products and/or service (other than computers, prizes or sports equipment/uniforms); and learning materials. These six types of support were also reported as being needed in schools by Allnutt (1993), Cavazos (1988), Froese-Germain and Moll (1997), and Hoyt (1991). Allnutt suggested that corporate supporters need to be involved in providing program enrichment, volunteers, career training, and scholarships. Cavazos added that in the United States, schools need goods, donations of people's time and expertise, and support and money for specific programs. Similarly, Hoyt advised that American schools need expertise, career training, and funds to implement new ideas.

Froese-Germain and Moll noted that career training, donations of people's time and expertise, equipment, and commercial ventures are needed by schools.

The current study also identified eight types of support that were listed in the questionnaire as being needed in Alberta's high schools and that were not reported in the literature; they are as follows: extracurricular activities/resources; non-cash prizes (for raffles, lotteries, auctions); computers and computer software; sports equipment/uniforms; use of business resources: equipment, facilities, expertise, cars/buses; purchase of advertising; property, plant, or equipment improvements; and business-developed course materials.

There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach high schools, or between urban and rural high schools and the extent of their corporate support needs.

Summary

Research question 1 asked, "How active are Alberta high schools in seeking corporate support?" The first three items in the study questionnaire provided information related to this research question.

Almost 98% of reporting high schools indicated that they were making use of corporate support, the majority of these to a *moderate* extent. The respondents from Alberta high schools are relying primarily on their own faculty, staff, and parents to identify specific businesses as potential sponsors. Alberta high schools are also engaged to differing degrees in nine types of profit-producing commercial support activities to help them finance programs and services.

The literature indicated that corporate support is occurring in other parts of Canada and North America as a whole. However, the extent to which it is taking place in Alberta, as determined by the current study, contributes to the literature. The literature also reported that schools are mostly relying on faculty, staff, and parents to identify or target specific businesses as potential sponsors and that schools are involved in gaming activities and selling goods to support their programs and/or services. However, the current literature did not identify the extent to which this is being done in Alberta.

Research question 2 asked, "What types of corporate support are needed in Alberta high schools?" From a potential of 14 types of business support, Alberta high schools identified six as their *moderate* needs, as follows: awards and/or scholarships; career development, training, internships, and work experience; extracurricular activities/resources; donations of time through mentors, tutors, and guest speakers; cash/financial assistance (not specifically earmarked); and non-cash prizes (for raffles, lotteries, auctions). The remaining 8 of the 14 types of business support are also needs that they have, but to only a *slight* extent.

Differences between the needs of rural and urban high schools were similar for 6 of the 14 types of support that are needed to a *moderate* extent and for six types of support that are needed to a *slight* extent. Alberta's urban high schools have a higher need than rural high schools do for computers and computer software, and rural high schools have a higher need than urban high schools do for products and/or service (other than computers, prizes, or sports equipment/uniforms).

Alberta's academic, vocational, comprehensive, and outreach high schools all need two types of support to a *moderate* extent, including extracurricular activities/resources and donations of time through mentors, tutors, and guest speakers. All four types of high schools have the same four *slight* needs for products and/or service (other than computers, prizes, or sports equipment/uniforms); having others purchase advertising; learning materials; and business-developed course materials. Alberta's academic and vocational high schools have *large* needs for awards and scholarships, whereas comprehensive and outreach high schools have *moderate* needs for this type of support. Alberta's academic, vocational, and comprehensive high schools have *moderate* needs for extracurricular activities/resources, cash/financial assistance (not specifically earmarked), and non-cash prizes (for raffles, lotteries, auctions); whereas outreach high schools have *slight* needs for these three types of support. Alberta's academic and vocational high schools have *moderate* needs for computers and computer software, and sports equipment/uniforms; whereas comprehensive and outreach high schools have *slight to very slight* needs for these types of support. Alberta's vocational high schools have higher needs for use of business resources: equipment, facilities, expertise, cars/buses; and property, plant, or equipment improvements; whereas academic, comprehensive, and outreach high schools have only a *slight* need for these types of support.

Six of the 14 types of support that Alberta's high schools reported needing were identified in the literature as being needed by schools: awards and scholarships; career development, training internships, and work experience; mentors, tutors, classroom instructors, experts, volunteers, guest speakers, and worksite mentors; cash or financial assistance (not specifically earmarked); products and/or service (other than computers, prizes, or sports equipment/uniforms); and learning materials. There were also eight types of support that were listed in the questionnaire that are needed in Alberta's high schools that were not reported in the literature: extracurricular activities/resources; non-cash prizes (for raffles, lotteries, auctions); computers and computer software; sports equipment/uniforms; use of business resources: equipment, facilities, expertise, cars/buses; purchase of advertising; property, plant, or equipment improvements; and business-developed course materials. The first two were in the *moderate* needs category and the remaining six in the *slight* needs category for Alberta high schools generally.

There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach high schools, or between urban and rural high schools and the extent of their corporate support needs.

CHAPTER 5

THE TYPES OF CORPORATE SUPPORT ALBERTA HIGH SCHOOLS RECEIVE

The purpose of this chapter is to present and discuss the findings of the study in relation to research question 3: "What types of corporate support are Alberta high schools receiving?" The study questions addressing the research question are presented along with the findings, followed by a discussion in which the findings of the present study are compared with those of other studies. The chapter concludes with a summary.

In interpreting the data, as was mentioned in Chapter 4, a mean of 1.00 to 1.50 indicates receiving corporate support to a *large* extent, and these are "first-order" types of resources received. A mean of 1.51 to 2.50 indicates corporate support to a *moderate* extent, and these are "second-order" types of resources received. A mean of 2.51 to 3.50 indicates corporate support to a *slight* extent, and these are "third-order" types of resources received. Finally, a mean of 3.51 to 4.0 indicates *very slight or not at all* corporate support, and these are "fourth-order" types of resources received.

The Types of Support High Schools Receive

The analysis related to research question 3 consists of nine parts that pertain to questions from the study. Each part addresses a specific study question, presents the findings, and provides a discussion.

Research Question 3

Research question 3 asked, "What types of support are Alberta high schools receiving?"

The Sizes of Businesses Providing Support to Schools

Findings. The sizes of businesses providing funds, materials, products, services, or work-experience sites to schools are identified in Table 5.1, along with the amount of support that they were reported as having provided. A variety of sizes of businesses are providing support to Alberta high schools. Small and medium-sized local businesses are reported on average to be providing support to a *moderate* extent, with means ranging from 2.15 to 2.42, to schools. This is followed by large local and provincial businesses providing support on average to a *slight* extent, with means ranging from 2.65 to 3.35; and national- and international-sized businesses are providing on average *very little or no support at all*, with means ranging from 3.51 to 3.60.

Discussion. The current study reported that 39% of respondents indicated that their schools benefited from support from small local businesses to a *moderate* extent, followed by medium-sized local businesses providing support to a *moderate* extent by 36% of the respondents. The sizes of businesses providing support to Alberta's high schools are similar to Cavazos' (1988) findings that the size of the corporate supporters' businesses were as follows: 22% were small businesses, 16% were medium-sized businesses, and 14% were large businesses. In the current study, as the rank order in Table 5.1 reveals, the greatest support was from small businesses, then by medium- sized businesses, followed by large businesses. In addition, the current study also explored support from provincial, national, and international businesses. It is noteworthy, as is evident from the rankings, that the extent of support for all six sizes of businesses is inversely related to their size.

Table 5.1

The Sizes of Businesses Providing Support to High Schools

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	Rank	SD	N
To what extent does your school benefit from funds, materials, products, services or work experience sites provided by each of the following types of businesses?								
Small local	25.7	39.4	29.1	5.7	2.15	1	.87	175
Medium local	17.6	36.4	32.7	13.3	2.42	2	.93	165
Large local	14.2	27.8	37.0	21.0	2.65	3	.97	162
Provincial	3.2	8.3	39.9	49.7	3.35	4	.77	157
National businesses	0.6	8.4	30.3	60.6	3.51	5	.68	155
International	1.9	9.0	16.7	72.4	3.60	6	.73	156

The current study found that 37% of the respondents benefited *slightly* from large local businesses; as well, 40% of the respondents indicated that they benefited *slightly* from provincial businesses. In the current study 61% of the respondents indicated that they benefited *very slightly or not at all* from national businesses and 72% reported that they benefited *very slightly or not at all* from international businesses. There were no reportings in the literature, other than examples of specific businesses, of the extent to which provincial, national, or international businesses provide support to high schools. Thus, the extent that Alberta 's high schools benefited from provincial, national, and international businesses contributes to the research literature.

The Types of Businesses Providing Support to Schools

Findings. The types of businesses providing support to schools are listed in Table 5.2. For 16 of the 20 types of businesses providing support to schools, there was a range of responses from a *large* extent to *not at all,* with the remaining four types of businesses with ranges of responses from *moderate* extent to *not at all,* as the percentage frequencies reveal. These distributions and their means indicate that more support is provided by some types of businesses than by others. These 20 types of businesses have been divided into three categories: those with a mean between 1.51 and 2.50 (one of the 20 business types), those with a mean between 2.51 and 3.50 (14 types of businesses), and those with a mean from 3.51 to 4.00 (five types of businesses).

A mean of 2.39 indicates that Alberta high schools reported benefiting to a *moderate* extent from businesses of this type. The food and beverage industry was identified as on average providing *moderate* support to schools in this province.

The 14 means ranging from 2.56 to 3.50 indicate that these types of businesses were providing on average a *slight* amount of support for Alberta high schools. These include the following businesses in ascending order of means (descending order in perceived amount of support): service clubs, local retail businesses, foundations, the media industry, the natural resource industry, business associations, the hospitality industry, financial institutions, community agencies, trade businesses, the construction industry, services by a member of a profession or professional groups, the manufacturing industry, and the computer industry.

Means from 3.55 to 3.68 indicate that these types of businesses were seen on average to be providing *very slight or no* support. Based on the respondents' reports, there were five types of businesses in this category. These included in ascending order of means (and descending support), the telecommunications

Table 5.2

The Types of Businesses Providing Support to High Schools

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	Rank	SD	N
To what extent does your school benefit from each of the following business supporters?								
Food and Beverage Industry (e.g., Coke, Pepsi. Old Dutch, McGavins)	17.3	37.6	34.1	11.0	2.39	1	.90	173
Service Clubs (e.g., Lions, Kinsmen, Rotarians)	16.7	26.4	41.4	15.5	2.56	2	.95	174
Local Retail (e.g., grocery, drug stores, clothing, hardware)	6.9	32.2	43.7	17.2	2.71	3	.83	174
Foundations (e.g., Alberta Mentor Foundation, Kiwanis, Lottery Board)	8.2	25.2	34.0	32.7	2.91	4	.95	159
Media Industry (e.g., newspaper, radio, television)	5.2	15.6	52.0	27.2	3.01	5	.80	173
Natural Resource Industry (e.g., oil & gas companies, lumber)	8.7	15.1	39.0	37.2	3.05	6	.94	172
Business Associations (e.g., Board of Trade, Chamber of Commerce)	2.4	15.3	45.9	36.5	3.16	7	.77	170
Hospitality Industry (e.g., hotels, restaurants)	2.3	14.9	44.8	37.9	3.18	8	.77	174
Financial Institutions (e.g., banks, stockbrokers, insurance companies	1.7	11.5	47.1	39.7	3.25	9	.72	174
Community Agencies (e.g., Handibus, Food Bank)	4.8	13.1	32.7	49.9	3.27	10	.86	168
Trade Business (e.g., plumbing, electricians)	2.5	11.5	41.4	44.6	3.28	11	.77	157
Construction Industry (e.g., home or road builders)	2.4	7.2	44.3	46.1	3.34	12	.72	167
Professional Services (e.g., law, accounting, engineering)	0.6	6.4	45.0	48.0	3.40	13	.64	171
Manufacturing Industry	1.9	7.5	33.5	57.1	3.46	14	.72	161
Computer Industry	0.0	6.6	36.5	56.9	3.50	15	.62	167
Tele-communications Industry (e.g., telephone)	0.0	5.2	34.3	60.5	3.55	16	.59	172
Transportation Companies (e.g., trucking, taxi, courier, Cardinal, car rental)	0.6	4.1	33.1	62.2	3.57	17	.60	172
Service Business (e.g., dry cleaners, carpet cleaning)	0.0	3.0	29.9	67.1	3.64	18	.54	167
Real Estate Industries	0.0	1.2	30.8	68.0	3.67	19	.50	169
Utility Companies (e.g., gas, electric, ATCO, EPCOR)	1.2	2.4	23.2	73.2	3.68	20	.58	168

industry, transportation companies, service businesses, real estate industries, and utility companies.

Discussion. It was found in the current study that Alberta's high schools are receiving support to varying degrees from 20 different types of businesses. The extent to which these types of businesses provided support to high schools was not reported in the literature.

Nine of the 20 types of businesses providing support to Alberta high schools were also reported in the literature to be providing support to high schools; they are as follows: food and beverage industry, service clubs, local retail, foundations, media industry, business associations, financial institutions, professional services, service businesses, and utility companies. These types of businesses resembled the descriptions provided by Cavazos (1988) and the ASCD (1989/90). Cavazos reported that corporate supporters come from a representative sample of businesses across America, with the rest of the support coming from individuals, government, and organizations. These include banks, fast food restaurants, insurance companies, bakeries, law firms, dry cleaners, police departments, professional sports teams, publishing companies, automobile dealers/ manufactures, and civic and service clubs (p. 5). The ASCD noted that an increasing number of noneducational businesses that market products and services ranging from hamburgers to mouthwash to candy bars to automobiles to electrical power are involved in providing corporate support to high schools. However, much of this involvement was not through direct donations, but as suppliers of products for the schools' profit-producing business activities.

The current study also identified 11 types of businesses providing support to Alberta's high schools to varying degrees that were not reported in the literature; they are as follows: foundations, natural resource industry, hospitality industry, community agencies, trade businesses, construction industry, manufacturing industry, computer industry, telecommunications industry, transportation companies, and real estate industries.

The Extent to Which Business Support That Is not Needed Is Provided

Findings. The extent to which supporting businesses provide materials, products, or services that are not needed is presented in Table 5.3.

Table 5.3

The Extent to Which Support That is not Needed Is Provided

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	SD	N
To what extent do business supporters provide materials, products or services that are not needed?	0.6	9.7	52.1	37.6	3.27	.65	165

Fifty-two percent of respondents indicated that business supporters provide materials, products, or services that are not needed to a *slight* extent. Almost 38% responded that they do not receive any business support that they do not need. Nearly 1 in 10 (9.7%) reported that they receive to a *moderate* extent business support that is not needed. A small minority of respondents, less than 1%, reported that their high schools receive unneeded support to a *large* extent. For all Alberta high schools the overall mean for material, products, or services not needed that were being provided by businesses revealed that this was happening to a *slight* extent.

Discussion. Information on the extent to which business support is provided that is not needed was not found in the literature. The literature did not address this area of corporate support. It may be reassuring that such *not needed* business support was on the whole perceived to be present to a *slight* extent or *not at all.*

The Extent to Which Supporting Businesses Designate Their Support

Findings. The respondents were asked to what extent business supporters designate their time, money, product, service, or expertise, and to explain how it is designated. The aggregate of all responses is available in Table 5.4. Over half of the respondents (52.7%) indicated that business/corporate supporters specifically designate their time, money, product, service, or expertise to a *slight* extent; almost a third (30.5%) reported that businesses designate their support to a *moderate* extent; 7% of the respondents reported that businesses designate their support to a *large* extent; and almost 1 in 10 (9.6%) indicated that businesses do not designate their support at all.

The respondents were asked to explain the extent to which business supporters designate their time, money, product, service, or expertise. In interpreting the open-ended qualitative comments, as was mentioned in Chapter 3, the respondents' comments were organized and broken into manageable units.

The comments were synthesized, and similar comments or themes were grouped into like categories. The respondents' explanations and comments were allocated into 13 minor themes of support, as presented in Table 5.5. These 13 themes were further categorised into five major themes consisting of time and money, no specific area of need, physical plant and materials, nonacademic areas, and academic areas. Explanations were provided by 63 of the 176 respondents, for a response rate of 34%. Many of the respondents provided comments that related to more than one theme area, resulting in a total of 84 comments distributed among the 13 themes.

Table 5.4

The Extent to Which Business Supporters Designate Their Support

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	SD	N
To what extent do your business supporters designate their time, money, product, service, or expertise?	7.2	30.5	52.7	9.6	2.65	.75	167
Please explain. ______							

Table 5.5

Explanations as to How Business Supporters Designate Their Support

Minor themes	%	N
Mentoring/Tutoring/Guest Speakers/Coaching/Time	20.2	17
Work experience/Off-campus Registered Apprenticeship Programs	17.9	15
Money/Awards/Scholarships	14.3	12
Supporters assist when asked	9.5	8
Lack/Need support	7.1	6
Products	7.1	6
Fundraisers/Special projects	6.0	5
Extra-curricular programs	4.8	4
Athletic/Teams	3.6	3
Property/Plant/Equipment	3.6	3
Academic Programs	2.4	2
Shop Materials	2.4	2
Support used to recognize and show appreciation to business supporters	1.2	1
Total	100	84

Of the designated support, 52.4% of the respondents' explanations can be categorized as a major theme involving time and money. This first theme is comprised of the following minor themes:

- 20.2% to mentoring, tutoring, guest speakers, coaching, or time; and
- 17.9% to work experience, off-campus Registered Apprenticeship Program (RAP), and
- 14.3% to money, awards, and or scholarships.

The second major theme is "no specific area of need" and includes 30.9% of the responses comprising the following minor themes:

- 9.5% corporate supporters assist the school when they are asked,
- 7.1% explained that they lack or need support,
- 7.1% in products,
- 6% to fund raisers or special projects, and
- 1.2% support used to recognize and show appreciation to business supporters.

The third major theme is physical plant and materials and includes 6% of the responses comprising the following minor themes:

- 3.6% to property, plant, and equipment; and
- 2.4% to shop materials.

The fourth major theme is nonacademic areas and includes 8.4% of the responses comprising the following minor themes:

- 4.8% to extracurricular programs, and
- 3.6 % to athletics or teams.

The fifth major theme is academic areas and includes the following minor theme:

- 2.4% to academic programs.

Discussion. The current study found that over half of the respondents (52.7%) indicated that business/corporate supporters specifically designate their time, money, product, service, or expertise to a *slight* extent. There were no findings in the literature indicating the extent to which businesses designate their time, money, product, service or expertise. The respondents' explanations of how business supporters designated their time, money, product, service, or expertise were limited to a few words indicating the specific area to which that support is designated. There were no full-sentence explanations provided by the respondents. Seven percent of the respondents indicated that they lack support or need support. Although this did not explain how support is designated, it does indicate a perceived lack of support in some cases and a need for more support in others. Similarly, almost a tenth of the respondents (9.5%) indicated that business supporters assist when asked. It appears that the respondents considered this important to mention and merits its own theme area.

The major theme area of time and money includes the top five types of support that the respondents reported needing, as presented in Table 4.4 in Chapter 4. As a result, the businesses' designated support would seem to be meeting the high schools' specified needs. As well, the respondents' explanations and comments on how corporate supporters designate their support are corroborated by respondent reports on how the support is designated to program areas.

The findings related to the extent to which business supporters designate their support, and explanations as to how business supporters designate their support were not found in the literature.

Extent of Business Support Designated to Specific Program Areas

Findings. The extent to which businesses designate support to specific program areas is detailed in Table 5.6.

Table 5.6

How Business Support Is Designated to Program Areas

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	Rank	SD	N
To what extent do businesses specifically designate support to the following program areas?								
Vocational, career training, apprenticeships, work experience (other than computer and/or technological education, expertise)	24.9	26.0	34.3	14.8	2.39	1	1.02	169
Student groups and their activities	5.5	18.8	54.5	21.2	2.92	2	.78	165
Academic programs (other than curriculum development)	7.7	18.5	41.7	32.1	2.98	3	.91	168
Art, drama, music/band (other than curriculum development)	3.0	21.7	42.8	32.5	3.05	4	.82	166
Sports and/or travel expenses	4.2	19.3	42.2	34.3	3.07	5	.84	166
Computer and/or technological education (other than curriculum development)	1.8	12.1	49.1	37.0	3.21	6	.72	165
Field trips	0.6	13.1	50.0	36.3	3.22	7	.69	168
Library resources	1.8	5.5	44.8	47.9	3.39	8	.68	165
School facilities (e.g. property, plant, and/or equipment)	0.6	4.3	35.6	59.5	3.54	9	.61	163
Staff, teachers and /or administration development	0.0	2.4	24.2	73.3	3.71	10	.51	165
Curriculum development	0.6	0.00	26.7	72.7	3.72	11	.49	165

The study questionnaire identified 11 specific program areas that receive designated business support. As Table 5.6 reveals, with the exception of two of *these areas (staff, teachers, and/or administration development; and curriculum development) there was a range from to a *large* extent to *not at all* among Alberta high schools on this variable. Based on the means for each program area, it was possible to rank-order them on degree of designated support. These program areas were divided into three categories comprised of those with means between 1.51 and 2.50 (*moderate*), those with means between 2.51 and 3.50 (*slight*) and, finally those with means between 3.51 and 4.0 (*very slight or not at all*).

The mean of 2.39 (between 1.51 and 2.50) indicates a *moderate* extent of designated support to a specific program area. Vocational, career training, apprenticeships, and work experience is the only program area that was perceived as receiving on average a *moderate* extent of designated business support.

The seven means ranging from 2.92 to 3.39 indicate on average a *slight* extent of designated support to each of these specific program areas. These are in ascending order of means (and descending support): student groups and their activities; academic programs; art, drama, music/band; sports and/or travel expenses; computer and technological education; field trips; and library resources.

Each of the remaining three means, ranging from 3.54 to 3.72, indicates that these specific program areas are, in general, receiving very limited business support: school facilities; staff, teachers, and/or administration development; and curriculum development.

Discussion. Three reportings in the literature addressed how businesses specifically designate their support to program areas. In the first report Allnutt (1993) indicated that in the United States 31% of partnership support, the largest amount reported in the study, received by schools was allocated to academic areas, which included 12% to math and science, 12% to reading and writing, and

7% to arts and humanities; whereas, in the current study, Alberta high schools reported that businesses supporters specifically designated the most support to the program area of "vocational, career training, apprenticeships, work experience (other than computer and/or technological education)," to a *moderate* extent, with a mean of 2.39. This finding was supported by McKeown (1994), who indicated, in the second report, that corporate supporters designate support to work-experience-oriented projects that promote the development of workplace skills; this was the first-ranked program area in the current study. This was followed in the current study by "student groups and their activities" receiving designated business support to a *slight* extent, with a mean of 2.92, as reported by 54% of the respondents; and then "academic programs (other than curriculum development)" receiving business designated support also to a *slight* extent, with a mean of 2.98, as reported by 42% of the respondents. In the third report Levine (1986) made a case for designating corporate support toward staff development (our tenth-ranked program area) and not just student development. However, in the current study 73% of the respondents indicated that businesses designate their support to "staff, teachers and/or administration development to a *very slight* extent or *not at all*. The reporting in the literature by the Conference Board of Canada (2000), Hoyt (1991), Lewington (1998), and McKeown (1994) focused on how the corporate sector decides who and what they will support.

The findings related to the extent to which businesses specifically designate their support to the remaining eight program areas was not reported in the literature.

Types of Support That High Schools Receive

First, an analysis of the types of support that high schools receive was done for the province as a whole. Second, analysis was undertaken comparing rural and urban schools. Third, the findings for academic, vocational, comprehensive, and outreach high schools were analyzed and compared separately. The data for all the sets of analyses are presented in Tables 5.7 and 5.8.

Findings. The types of support that Alberta high schools reported they receive are presented in Tables 5.7 and 5.8. In interpreting these data, use was made of the explanation at the beginning of this chapter concerning the relationship between the mean scores shown and the response categories from which these means were derived. For each of the 14 types of resources received as identified in the questionnaire, there was a range of responses from received to a *large* extent to *not at all* received. As the percentages and means reveal, there was perceived to be more business support in some of these 14 areas than in others.

Provincial types of business support. The provincial averages for the 14 types of support that Alberta high schools, as a whole, reported they receive are presented in Table 5.7. These 14 types of support were divided into three categories comprised of those with means between 2.04 and 2.17, those with means between 2.65 and 3.41, and those with means of 3.57. There was no "first-order" support received with means between 1.00 and 1.50.

A mean between 2.04 and 2.17 indicates that these types of support were seen by respondents as having been received to a *moderate* extent. There are two of these "second-order" areas of *moderate* support, in descending order of magnitude:

1. awards and/or scholarships,
2. career development, training, internships, and work experience.

Alberta's high schools also reported having received 11 "third-order" resources. As shown in Table 5.7, the means for these types of business support ranged from 2.65 to 3.41, placing them in the category of *slight* business support. They ranked from 3 through 13 among the types of resources received as

Table 5.7

The Types of Support That High Schools Receive

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	Rank	SD	N
To what extent does your school receive the following types of business support?								
Awards/scholarships	32.8	37.9	21.8	7.5	2.04	1	.92	174
Career development, training internships, work experience	28.6	33.7	30.3	7.4	2.17	2	.93	175
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, worksite mentors	11.0	28.5	45.3	15.1	2.65	3	.87	172
Extracurricular activities/resources	4.7	21.8	50.6	22.9	2.92	4	.80	170
Non-cash prizes (for raffles, lotteries, auctions)	2.4	25.4	49.1	23.1	2.93	5	.76	169
Cash/financial assistance (not specifically earmarked)	5.4	16.1	46.4	32.1	3.05	6	.84	168
Purchase of advertising	2.4	17.3	41.1	39.3	3.17	7	.80	168
Products and/or service (other than computers, prizes, or sports equipment/ uniforms)	0.0	9.7	57.6	32.7	3.23	8	.61	165
Computers, computer software	3.6	9.5	44.0	42.9	3.26	9	.78	168
Sports equipment/ uniforms	3.7	9.8	36.0	50.6	3.34	10	.80	164
Business developed course materials	1.2	8.4	45.8	44.6	3.34	11	.68	166
Use of business: equipment, facilities, expertise, cars/buses	1.2	5.5	48.2	45.1	3.37	12	.65	164
Learning materials	1.2	4.2	47.0	47.6	3.41	13	.63	166
Property, plant and/or equipment improvements	1.8	3.7	29.9	64.6	3.57	14	.66	164

Table 5.8

The Types of Support That Each Type of Alberta High School Receives

Question	Prov N= 168	Urban N= 82	Rural N= 84	Academic N= 87	Vocational N= 8	Compre-hensive N= 44	Outreach N= 20
To what extent does your school receive the following types of business support?							
Awards/scholarships	2.04 (1)	2.02 (1)	2.07 (1)	1.84 (1)	1.25 (1)	1.93 (1)	3.10 (3)
Career development, training, internships, work experience	2.17 (2)	2.19 (2)	2.15 (2)	2.18 (2)	1.87 (2)	2.16 (2)	2.05 (1)
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, work site mentors	2.65 (3)	2.67 (3)	2.62 (3)	2.68 (3)	2.50 (4)	2.52 (3)	2.80 (2)
Extra-curricular activities/resources	2.92 (4)	2.88 (4)	2.96 (5)	2.81 (5)	2.38 (3)	2.91 (4)	3.40 (5)
Non-cash prizes (for raffles, lotteries, auctions)	2.93 (5)	2.94 (5)	2.92 (4)	2.80 (4)	2.75 (6)	2.93 (5)	3.60 (10)
Cash/financial assistance (not specifically earmarked)	3.05 (6)	3.01 (6)	3.10 (6.5)*	2.91 (6)	2.63 (5)	3.14 (6)	3.42 (6.5)*
Purchase of advertising	3.17 (7)	3.23 (9)	3.10 (6.5)*	2.98 (7)	3.00 (7)	3.36 (9)	3.65 (12.5)*
Products and/or service (other than computers, prizes, or sports equipment /uniforms)	3.23 (8)	3.17 (8)	3.29 (9)	3.09 (9)	3.14 (9)	3.25 (7)	3.63 (11)
Computers, computer software	3.26 (9)	3.13 (7)	3.39 (12.5)*	3.25 (10)	3.13 (8)	3.28 (8)	3.42 (6.5)*
Sports equipment/uniforms	3.34 (10.5)*	3.44 (12)	3.23 (8)	3.08 (8)	3.5 0(13)	3.51 (13)	3.94 (14)
Business-developed course materials	3.34 (10.5)*	3.30 (10)	3.39 (12.5)*	3.38 (12)	3.25 (10.5)*	3.38 (10)	3.29 (4)
Use of business: equipment, facilities, expertise, cars/buses	3.37 (12)	3.41 (11)	3.35 (10)	3.34 (11)	3.33 (12)	3.41 (12)	3.56 (9)
Learning materials	3.41 (13)	3.46 (13)	3.36 (11)	3.40 (13)	3.57 (14)	3.40 (11)	3.45 (8)
Property, plant and/or equipment improvements	3.57 (14)	3.63 (14)	3.52 (14)	3.54 (14)	3.25 (10.5)*	3.63 (14)	3.65 (12.5)*

( ) rank
* tied ranks

appearing in the table. These 11 "third-order" resources provided by businesses in descending order are as follows:

3. donations of time through mentors, tutors, and guest speakers;
4. extracurricular activities/resources;
5. non-cash prizes (for raffles, lotteries, auctions);
6. cash/financial assistance (not specifically earmarked);
7. having others purchase advertising;
8. products and/or service (other than computers, prizes, or sports equipment/uniforms);
9. computers and computer software;
10. sports equipment/uniforms;
11. business-developed course materials;
12. use of business resources: equipment, facilities, expertise; and
13. learning materials.

Alberta's high schools also reported receiving one "fourth-order" type of business support, as follows:

14. property, plant, or equipment improvements.

It had a mean of 3.57 and was in the category of resources *very slightly or not at all* received and was ranked last among the 14 types of business support appearing in the table.

For comparison purposes, details on the 14 areas receiving business support by provincial high schools as a whole are contrasted with those for specific groups of Alberta high schools—namely, urban and rural—and also for academic, vocational, comprehensive, and outreach high schools. The amounts of business support allocated to each of the 14 areas for these six types of high schools are detailed in Table 5.8.

Urban and rural high school business support.

Urban high school business support. The types of support that Alberta's urban high schools reported they receive have been divided into three categories.

The first category of "second-order" support has means of 2.02 and 2.19, indicating a *moderate* amount of business support. These two are ranked 1 and 2 among the 14 types of resources appearing in Table 5.8 and in descending order of magnitude are as follows:

1. awards and/or scholarships; and
2. career development, training, internships, and work experience.

Alberta's urban high schools also reported receiving 10 "third-order" types of business support. As shown in Table 5.8, the means for these types of support ranged from 2.67 to 3.46, placing them in the category of *slight* support. They ranked from 3 through 13 and in descending order of support are as follows:

3. donations of time through mentors, tutors, and guest speakers;
4. extracurricular activities/resources;
5. non-cash prizes (for raffles, lotteries, auctions);
6. cash/financial assistance (not specifically earmarked);
7. computers and computer software;
8. products and/or service (other than computers, prizes, or sports equipment/uniforms);
9. having others purchase advertising;
10. business-developed course materials;
11. use of business resources: equipment, facilities, expertise, cars/buses;
12. sports equipment/uniforms; and
13. learning materials.

One type of business support, with a mean of 3.63 and ranking 14th in the category of resources *very slight or not at all*, was a "fourth-order" support received by Alberta's urban high schools:

14. property, plant, or equipment improvements.

Rural high school business support. The types of support that Alberta's rural high schools reported they receive have been divided into three categories. The first category has means of 2.07 and 2.15, respectively, indicating *moderate* "second-order" support. As shown in Table 5.8, there are two types of business support that fall in the *moderate* category:

1. awards and/or scholarships, and
2. career development, training, internships, and work experience.

Alberta's rural high schools also reported receiving 11 "third-order" resources. As shown in Table 5.8, the means for these 11 types of business support ranged from 2.62 to 3.39 and ranked 3 through 13, placing them in the category of *slight* business support. These 11 "third-order" resources in descending order of support are as follows:

3. donations of time through mentors, tutors, and guest speakers;
4. non-cash prizes (for raffles, lotteries, auctions);
5. extracurricular activities/resources;
6. cash/financial assistance (not specifically earmarked);
7. having others purchase advertising;
8. sports equipment/uniforms;
9. products and/or service (other than computers, prizes, or sports equipment/uniforms);
10. use of business resources: equipment, facilities, expertise, cars/buses;
11. learning materials;
12. computers and computer software; and
13. business-developed course materials.

Alberta's rural high schools also reported receiving one "fourth-order" type of business support:

14. property, plant, or equipment improvements.

It had a mean of 3.57 and was in the category of resources *very slightly or not at all* received; it was ranked last among the 14 types of business support appearing in the table.

Academic, vocational, comprehensive, and outreach high school business support.

Academic high school business support. The types of business support that Alberta's academic high schools reported they receive on average have been divided into three categories. The first category includes those ranked 1 and 2, having means of 1.84 and 2.18, respectively, indicating a *moderate* "second-order" degree of business support. As is evident in Table 5.8, they are in descending order of magnitude, as follows:

1. awards and/or scholarships; and
2. career development, training, internships, and work experience.

Alberta's academic high schools also reported receiving 11 "third-order" types of business support, as shown in Table 5.8. These are ranked 3 through 13, with means ranging from 2.68 to 3.40, placing them in the category of *slight* business support. These 11 in descending order of support are as follows:

3. donations of time through mentors, tutors, and guest speakers;
4. non-cash prizes (for raffles, lotteries, auctions);
5. extracurricular activities/resources;
6. cash/financial assistance (not specifically earmarked);
7. having others purchase advertising;
8. sports equipment/uniforms;
9. products and/or service (other than computers, prizes, or sports equipment/uniforms);
10. computers and computer software;
11. use of business resources: equipment, facilities, expertise, cars/buses;
12. business-developed course materials; and
13. learning materials.

Alberta academic high schools also reported receiving one "fourth-order" type of support from businesses:

14. property, plant, or equipment improvements.

It had a mean of 3.54, indicating that this resource is *very slightly or not at all* received and was ranked last among the 14 types of business support provided to academic high schools in Alberta.

Vocational high school business support. The types of business support that Alberta's vocational high schools reported they receive on average have been divided into four categories. The first category of highest support, "first-order" support received includes only

1. awards and/or scholarships.

It had a mean of 1.25, indicating support to a *large* extent, and was ranked first among the 14 types of business support received.

Alberta's vocational high schools reported receiving three "second-order" types of resources from businesses. As shown in Table 5.8, the means for these ranged from 1.87 to 2.50, placing them in the category of *moderate* business support. They ranked 2, 3, and 4 among the types of support received and in descending order of support are as follows:

2. career development, training, internships, and work experience;
3. extracurricular activities/resources; and
4. donations of time through mentors, tutors, and guest speakers.

Alberta's vocational high schools reported having nine "third-order" types of business support. These have means ranging 2.63 to 3.50, indicating that these resources were received to a *slight* extent; they were ranked 5 through 13 among the types of resources received appearing in the table. In descending order of magnitude of support they are as follows:

5. cash/financial assistance (not specifically earmarked);
6. non-cash prizes (for raffles, lotteries, auctions);
7. having others purchase advertising;
8. computers and computer software;
9. products and/or service (other than computers, prizes, or sports equipment/uniforms);

10. business-developed course materials;
11. property, plant, or equipment improvements;
12. use of business resources: equipment, facilities, expertise, cars/buses; and
13. sports equipment/uniforms.

Vocational high schools in Alberta also reported having one "fourth-order" type of business support, as follows:

14. learning materials.

It had a mean of 3.57 and was in the category of resources *very slightly or not at all* received; it was ranked last among the 14 resources appearing in the table that vocational high schools receive.

Comprehensive high school business support. The types of support that Alberta's comprehensive high schools reported they receive from businesses have been divided into three categories. The first category has two "second-order" types of support, with means between 1.84 and 2.18, indicating *moderate* support; they are ranked 1 and 2 among the 14 types of support appearing in Table 5.8. These two in descending order of magnitude are as follows:

1. awards and/or scholarships, and
2. career development, training, internships, and work experience.

Alberta's comprehensive high schools also reported receiving 10 "third-order" types of support. As shown in Table 5.8, the means for these ranged from 2.52 to 3.40, placing them in the category of *slight* support; they are ranked from 3 through 12 among the types of support appearing in the table. These 10 in descending order of support are as follows:

3. donations of time through mentors, tutors, and guest speakers;
4. extracurricular activities/resources;
5. non-cash prizes (for raffles, lotteries, auctions);
6. cash/financial assistance (not specifically earmarked);

7. products and/or service (other than computers, prizes, or sports equipment/uniforms);
8. computers and software;
9. having others purchase advertising;
10. business-developed course materials;
11. learning materials; and
12. use of business resources: equipment, facilities, expertise, cars/buses.

Alberta's comprehensive high schools also reported receiving two "fourth-order" types of support. These two have means of 3.51 and 3.63, indicating that these resources are *very slightly or not at all* received; they were ranked 13 and 14, respectively, among the types of support appearing in Table 5.8. These two in descending order of magnitude are as follows:

13. sports equipment/uniforms, and
14. property, plant, or equipment improvements.

Outreach high school business support. The types of support that Alberta's outreach high schools reported they receive have been divided into three categories. The first category includes

1. career development, training, internships, and work experience,

and this "second-order" type of support had a mean of 2.05 indicating *moderate* support. It was ranked first among the 14 types of support appearing in Table 5.8.

Outreach high schools in Alberta also reported receiving seven "third-order" types of support. As shown in Table 5.8, the means for these ranged from 2.80 to 3.45, placing them in the category of *slight* support; they were ranked 2 through 8 among the 14 types of support appearing in the table. In descending order of support they are as follows:

2. donations of time through mentors, tutors, and guest speakers;
3. awards and/or scholarships;
4. business-developed course materials;

5. extracurricular activities/resources;
6. cash/financial assistance (not specifically earmarked);
7. computers and computer software; and
8. learning materials.

Alberta's outreach high schools also reported having six "fourth-order" types of business support. These six have means ranging from 3.56 to 3.94, indicating that these resources are *very slightly or not at all* received; they were ranked 9 through 14 among the types of support appearing in the table. These six types of support in descending order of magnitude are as follows:

9. use of business resources: equipment, facilities, expertise, cars/buses;
10. non-cash prizes (for raffles, lotteries, auctions);
11. products and/or service (other than computers, prizes, or sports equipment/uniforms);
12. property, plant, or equipment improvements;
13. having others purchase advertising; and
14. sports equipment/uniforms.

Discussion. Alberta's high schools, as a whole, reported that "awards and scholarships" is the *largest* type of support that is received, followed by "career development training, internships, and work experience." When the analysis was done by the types of high schools, urban and rural high schools also reported receiving *moderate* business support for "awards and scholarships" and for "career development, training, internships, and work experience."

Similarly, Alberta's academic and comprehensive high schools reported receiving *moderate* business support for "awards and scholarships" and for "career development, training, internships, and work experience." In contrast, vocational high schools and outreach in Alberta reported receiving *moderate* support for one of the 14 types of business support: For vocational schools this was "awards and scholarships," whereas for outreach schools it was "career development, training, internships, and work experience."

Alberta high schools as a whole reported a *slight* extent of support for 11 of the 14 types of business support. In descending order of support they were as follows:

1. donations of time through mentors, tutors, and guest speakers;
2. extracurricular activities/resources;
3. non-cash prizes (for raffles, lotteries, auctions);
4. cash/financial assistance (not specifically earmarked);
5. having others purchase advertising;
6. products and/or service (other than computers, prizes, or sports equipment/uniforms);
7. computers and computer software;
8. sports equipment/uniforms;
9. business-developed course materials;
10. use of business resources: equipment, facilities, expertise; and
11. learning materials.

Although there were some differences in the order among types of support, urban and rural high schools reported *slight* business support for these 11 types of support.

Alberta's academic and vocational high schools also reported *slight* business support, with some differences in the order, for these 11 types of support. In addition, Alberta's vocational high schools reported *slight* business support for "career development, training, internships, and work experience." Alberta's comprehensive high schools reported *slight* business support for 10 of the 11. The exception was "sports equipment and uniforms." Alberta's outreach high schools had seven types of business support in the *slight* support category. They were as follows:

1. donations of time through mentors, tutors, and guest speakers,
2. awards and/or scholarships,
3. business-developed course materials,

4. extracurricular activities/resources,
5. cash/financial assistance (not specifically earmarked),
6. computers and computer software, and
7. learning materials.

There was reported to be *very slight or no* business support for "property, plant, and/or equipment improvements" for Alberta high schools as a whole. Alberta's urban and rural high schools also reported *very slight or no* business support for "property, plant, and/or equipment improvements."

Similarly, Alberta's academic, vocational, comprehensive, and outreach high schools reported *very slight or no* business support for "property, plant, and/or equipment improvements." Alberta's comprehensive high schools in the province also reported *very slight or no* business support for "sports equipment and uniforms," as did outreach high schools. The latter also reported *very slight or no* support for the following: "use of business resources: equipment, facilities, expertise, cars/buses," "non-cash prizes (for raffles, lotteries, auctions)," "products and/or service (other than computers, prizes, or sports equipment/uniforms)," and "having others purchase advertising."

The respondents in the current study indicated that their high schools received 14 types of support to varying degrees from business supporters. The reportings of Allnutt (1993), Barfoot and Campbell (1995), Bauman and Crampton (1995), Hill (1996), and Walker (1996) agreed that these are the types of business support that were received by other schools. As a result, all 14 types of support were mentioned in their reportings. Allnutt reported that corporate support provides career awareness education to American schools. Barfoot and Campbell found that business supporters provide schools with expertise, work-experience sites, goods, funds, curriculum development, and use of business facilities. Bauman and Crampton noted that support comes from advertising revenue and donated goods. Hill explained that the corporate support involves sharing materials, sharing knowledge, mentoring, being members of task forces or advisory committees, being advisors for curriculum development, providing facilities and services, granting awards and incentives, providing corporate trainers, and initiating special projects. Walker pointed out that corporate support is provided through special events or equipment sponsorship, large philanthropic gifts, donations of prizes, work-experience programs, educational partnerships, and capitalization arrangements.

There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach, or between urban and rural high schools and the amount of support they received.

Differences Between What High Schools Reported Needing and Receiving

To examine the differences between the means of what Alberta high schools reported needing and receiving, difference scores were computed. Pairwise comparisons were also calculated between what high schools reported needing and receiving. The pairs of means and pairwise comparisons between what high schools reported needing and received are presented in Table 5.9.

The mean difference scores indicated that for each type of support, the high schools' needs are greater than what they received. The pairwise comparison, between what high schools reported needing and receiving, p values, revealed that for each of the 14 types of support the p value was .001, indicating there are statistically significance differences for all 14. The t values for each of these pairs were negative indicating that the need for these types of support was greater than what was received.

Table 5.9

Pairwise Comparison Between What Schools Need and Received

	Differences in means					Pairwise comparison		
	Need		Receive			Need vs. receive		
	Mean	SD	Mean	SD	Difference score	t	df	p value
Awards/scholarships	1.59	.80	2.03	.91	.44	-7.62	161	<.001
Business developed course materials	3.14	.82	3.34	.66	.22	-3.31	152	<.001
Career development, training internships, work experience	1.74	.83	2.17	.93	.43	-6.86	164	<.001
Cash/financial assistance (not specifically earmarked)	2.29	.98	3.07	.83	.78	-9.40	157	<.001
Computers, computer software	2.46	1.06	3.24	.77	.78	-9.21	157	<.001
Extracurricular activities/resources	2.17	.91	2.91	.78	.74	-11.54	161	<.001
Learning materials	3.03	.93	3.42	.61	.39	-5.68	153	<.001
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, worksite mentors	2.12	.8	2.65	.87	.53	-6.70	164	<.001
Non-cash prizes (for raffles, lotteries, auctions)	2.45	.88	2.91	.78	.46	-7.71	154	<.001
Products and/or service (other than computers, prizes or sports equipment/ uniforms)	2.73	.91	3.20	.61	.47	-6.58	150	<.001
Property, plant and/or equipment improvements	3.01	1.06	3.56	.64	.55	-7.04	150	<.001
Purchase of advertising	2.91	.88	3.19	.79	.28	-4.75	155	<.001
Sports equipment/ uniforms	2.74	1.08	3.31	.80	.57	-7.95	150	<.001
Use of business: equipment, facilities, expertise, cars/buses	2.89	.96	3.35	.65	.46	-6.29	146	<.001

Discussion. The differences between the means of what high schools reported needing and receiving, supplemented by the t tests, reveal the extent to which high school needs for the 14 types of support exceeded the extent to which they were received. The greatest differences in means (.74 to .78 on the 4-point scale) occurred for 3 of the 14 types of support; namely:

1. cash/financial assistance (not specifically earmarked);
2. computers and computer software; and
3. extracurricular activities/resources.

In the middle group were eight types of support (mean differences of .43 to .57) as follows:

1. sports equipment/uniforms;
2. property, plant, or equipment improvements;
3. donations of time through mentors, tutors, and guest speakers;
4. products and/or service (other than computers, prizes, or sports equipment/uniforms);
5. non-cash prizes (for raffles, lotteries, auctions);
6. use of business resources: equipment, facilities, expertise, cars/buses;
7. awards and/or scholarships; and
8. career development, training, internships, and work experience.

The smallest differences (.28 to .37), still statistically significant, were the remaining 3 of the 14 types of support; specifically:

9. learning materials;
10. having others purchase advertising; and
11. business-developed course materials.

Based on the respondents' reports, Alberta high schools' needs for the 14 types of business support are greater than the business support that they receive. This finding was not reported in the literature.

Summary

Research question 3 asked, "What types of support are Alberta high schools receiving?" From a potential of 14 types of business support, Alberta high schools identified two types of support that they receive to a *moderate* extent, as follows: awards and/or scholarships; and career development, training, internships, and work experience. They receive 11 types of support to a *slight* extent and the remaining one to a *very slight* extent or *not at all*.

Alberta's urban and rural high schools receive very similar amounts of support. They both receive awards and/or scholarships; and career development, training, internships, and work experience to a *moderate* extent. Both urban and rural schools receive the remaining 12 types of support to a *slight* extent.

Alberta's academic, vocational, comprehensive, and outreach high schools all receive career development, training, internships, and work experience to a *moderate* extent. Awards and/or scholarships are received by vocational high schools to a *large* extent, to a *moderate* extent by academic and comprehensive high schools, and to a *slight* extent by outreach high schools. Extracurricular activities/resources are received to a *moderate* extent by vocational high schools and to a *slight* extent by academic, comprehensive, and outreach high schools. The remaining 11 types of support are received to a *slight or very slight* extent by academic, vocational, comprehensive, and outreach high schools. Alberta high schools' needs for the 14 types of business support are greater than the business support that they receive and, in particular, for cash/financial assistance that is not specifically earmarked, computers and computer software, and extracurricular activities/resources.

High schools in Alberta reported receiving corporate support from a very diverse group of businesses and industries. Corporate support is primarily provided to Alberta high schools by small and medium-sized local businesses. National- and international-sized businesses provide *very slight or no* support to

Alberta high schools. The food and beverage industry was perceived as providing the greatest amount of support to a *moderate* extent, 14 industries provide support to a *slight* extent, and the remaining three provide *very slight* support or *none at all.* Alberta high schools receive business support that is *not needed* to a *slight* extent or *not at all.*

Business/corporate supporters designate their support in the form of their time, money, product, service, or expertise to specific areas to only a *slight* extent. The majority of any such designated support is provided by corporate supporters in the form of time and money as mentors, tutors, guest speakers, and/or coaches; work experience or off-campus Registered Apprenticeship Programs; and money, awards, or scholarships. The most business support is designated to the program area of vocational, career training, apprenticeships, and work experience (other than computer and/or technological education, expertise) to a *moderate* extent; seven program areas receive designated support to a *slight* extent; and the remaining three areas receive designated support to a *very slight* extent or *not at all.*

Nine of the 20 types of businesses providing support to Alberta high schools were also reported in the literature to be providing support to high schools. They are as follows: food and beverage industry, service clubs, local retail, business associations, media industry, business associations, financial institutions, professional services, service businesses, and utility companies. The current study also identified 11 types of businesses that are providing support to Alberta's high schools to varying degrees that were not reported in the literature. These are as follows: foundations, natural resource industry, hospitality industry, community agencies, trade businesses, construction industry, manufacturing industry, computer industry, telecommunications industry, transportation companies, and real estate industries.

The 14 types of support that Alberta's high schools receive from business supporters were also found in the literature to be received by schools. There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach, or between urban and rural high schools and the amount of support that they received. The findings related to the amount of support that Alberta high schools receive from small, medium, and large businesses were similar to those reported in the literature. There were no reportings in the literature of the extent to which national- or international-sized businesses provided support to high schools. The extent to which the 20 types of businesses provide support to high schools was not reported in the literature. The extent to which business support provided to high schools is *not needed* was not found in the literature. The extent to which businesses designate their support and explanations as to how business supporters designate their support was not found in the literature. The literature indicated that in the United States the most support was designated to academic areas. This was not found in the current study. As well, the literature made a case for designating corporate support to staff development; however, in the current study 73% of the respondents indicated that businesses designate their support to "staff, teachers and/or administration development" to a *very slight* extent or *not at all*. The extent to which businesses specifically designate their support to the remaining eight program areas was not found in the literature.

CHAPTER 6

THE CAPACITIES IN WHICH THE CORPORATE SECTOR IS INVOLVED TO SUPPORT ALBERTA HIGH SCHOOLS AND THE GENERAL IMPACT OF CORPORATE SUPPORT

The purpose of this chapter is to present and discuss the findings of the study in relation to research questions 4 and 5. A number of items in the study questionnaire addressed these research questions. The findings are presented and then compared with those of other studies. The chapter closes with a summary of the results related to the two research questions.

The first section of this chapter addresses research question 4, "In what capacities is the corporate sector involved in providing support to Alberta high schools?" The second section addresses research question 5, "What is the general impact of corporate support on Alberta high schools and on the provision of education in those schools?"

The Capacities in Which the Corporate Sector Is Involved in Supporting Alberta High Schools

This section addresses research question 4. As was mentioned in Chapter 1, *corporate support* refers to "corporate contributions" made by individuals, businesses, or legal entities that provide a contribution to a school or schools, the school district, or the field of education generally. Contributions include donations of time, equipment, expertise, learning materials, money, partnerships, products, service, supplies, and/or use of facilities. As well, corporate support involves *commercial support activities*, which refers to any profit-producing business activities in which a high school may be engaged to support their school and programs. In the questionnaire, business support is used synonymously with corporate support.

Information related to research question 4 was collected in four questionnaire items. For this reason, this section consists of four parts. Each reports the findings associated with a specific questionnaire item. The first part presents the findings on the extent to which business-provided materials, products, or services are made available to students or staff because the school receives a commission or percentage of the sales. The second part reports the findings on the frequency with which business supporters provide support. In the third part, the number of business supporters that Alberta high schools have is addressed. The fourth part reports the amount of support that business supporters provide to Alberta high schools. Each part provides the relevant findings and presents a discussion.

Research Question 4

Research Question 4 asked: "In what capacities is the corporate sector involved in providing support to Alberta high schools?"

Commercial Support Activities

Findings. The extent to which business-provided materials, products, or services were made available to students and staff because the school receives a commission or percentage of the sales is presented in Table 6.1.

Table 6.1

The Extent to Which Goods, Products, or Services Are Made Available Because the School Receives a Commission

Question	1 Large %	2 Moderate %	3 Slight %	4 Not at all %	Mean	SD
To what extent are business provided materials, products or services made available to students/staff because the school receives a commission or percentage of the sales? (e.g. Coke, Pepsi, vending machines)	0.6	9.7	52.1	37.6	3.27	.65

A small number of respondents (under 1%) reported that business-provided materials, products, or services were to a *large* extent made available to students and staff because the school receives a commission or percentage of the sales. Almost 10% of respondents indicated that to a *moderate* extent materials, products, or services were made available to students or staff because the school received a commission or percentage of the sales. Over half of the respondents (52.1%) stated that such materials, products, or services were provided in their schools to a *slight* extent, and over a third (37.6%) indicated that there was *no* provision of such commercial support activities in their high schools. As the mean of 3.27 reveals, on average, commissioned materials, products, or services were provided in Alberta high schools to a *slight* extent.

Discussion. In the current study, 64% of the respondents reported that varying amounts of business-provided materials, products, or services were made available to students and staff because the school receives a commission or percentage of the sales. Similarly, Pipho (1997) and Wente (2000) reported that schools receive commissions from goods that are sold—commercial support activities—as well as donations of products for the students and staff to use and/or consume—corporate contributions. The literature did not address the extent to which schools are involved in commercial support activities. The respondents in this study reported that commercial support activities were found in Alberta high schools and, in the Alberta case, to a *slight* extent.

The Frequency of Support per Business Supporter

Findings. The average frequency of support per supporting business is presented in Table 6.2. Respondents indicated that business support was provided annually to 45.0% of Alberta high schools and semi-annually to 19.9% of these schools. One-time business support was provided to just over a tenth (10.5%) of Alberta high schools. The more frequent monthly support was provided in under a tenth (9.4%) of these schools; weekly support was provided in a twelfth of schools (8.2%) and bimonthly support in the remainder (7.0%).

Table 6.2

The Average Frequency of Support per Business Supporter

Question	f	%
What is the average frequency of support per business supporter?		
Annually	**77**	**45.0**
Semi-annually	**34**	**19.9**
One-time	**18**	**10.5**
Monthly	**16**	**9.4**
Weekly	**14**	**8.2**
Bimonthly	**12**	**7.0**
Total	176	100.0

Discussion. **The findings related to the frequency with which supporting businesses provided their support in the current study were not found in the literature. The majority (45.0%) of the respondents reported in the current study that corporate support is generally provided annually. In the literature, Allnutt (1993), MacDowell (1989), and O'Neill (1995) explained that the frequency of support is dependent on the type of support that is provided and the level of involvement that is required by the business support to provide such support to the school. Their reportings did not provide the average frequency of support.**

The Number of Business Supporters

First, an analysis of the number of business supporters providing support to Alberta high schools was done for the province as a whole. Second, analysis was undertaken comparing rural and urban schools. Third, academic, vocational, comprehensive, and outreach high schools were analyzed and compared separately. The data for all the sets of analyses are presented in Table 6.3.

Table 6.3

The Number of Business Supporters

Question		Mean	SD	Mode	Range	N
Approximate number of supporting businesses (including those that provide registered apprenticeship, work experience, and job shadowing sites)?	Province	35.68	38.26	50	1-300	169
	Urban	43.61	47.83	50	1-300	80
	Rural	28.19	25.59	10	0-130	86
	Academic	31.85	26.38	50	0-150	87
	Vocational	35.14	16.13	40	10-50	7
	Comprehensive	54.36	59.35	25	1-300	44
	Outreach	18.18	17.32	10	2-60	22
Approximately how many of these business support relationships have developed into partnerships?	Province	3.62	7.89	0	0–50	156
	Urban	3.97	7.96	0	0-50	78
	Rural	3.90	9.71	0	0-50	73
	Academic	3.49	6.98	0	0-40	79
	Vocational	11.67	19.23	3	0-50	6
	Comprehensive	5.20	11.69	1	0-50	40
	Outreach	1.75	2.02	0	0-8	20
How many business volunteers does your school typically have per year? (e.g. mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, guest speakers)	Province	23.38	33.34	20	0– 200	166
	Urban	28.81	1.43	20	0-200	78
	Rural	18.84	22.68	20	0-150	85
	Academic	26.19	36.57	20	0-175	86
	Vocational	29.37	35.25	5	5-112	8
	Comprehensive	24.60	33.82	20	0-200	43
	Outreach	10.95	13.61	0	0-50	20
What is the average number of hours a business volunteer spends per year in your school?	Province	9.55	25.99	1	0–192	155
	Urban	7.89	18.39	1	0-100	75
	Rural	9.45	27.86	1	0-192	77
	Academic	9.02	21.65	1	0-100	81
	Vocational	21.17	38.80	2	2-100	6
	Comprehensive	3.58	4.01	1	0-20	40
	Outreach	23.95	53.56	0	0-192	19

Findings. The respondents were asked to provide the approximate number of supporting businesses that their high schools have and how many of those business support relationships that develop into partnerships. They were also asked how many business volunteers their schools typically have per year and the number of hours a business volunteer spends per year in their high school. The mean, standard deviation, mode, range of responses, and frequency of response were calculated for each of these questions and are presented in Table 6.3. These findings are presented for Alberta's high schools as a whole, as well as for the following demographic profiles: urban high schools and rural high schools; and academic, vocational, comprehensive, and outreach high schools.

Provincial business supporters. The average number of supporting businesses that Alberta's high schools had was 36, with a standard deviation of 38, a mode of 50, and a range from 1 to 300 supporting businesses. The respondents reported, that of these 36 corporate supporters, approximately 4 developed into partnerships with each high school, with a standard deviation of 8, a mode of 0 (indicating that in many schools none did), and a range from 0 to 50 partnerships. Alberta's high schools typically had 23 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 33, a mode of 20, and a range from 0 to 200 volunteers. The average number of hours a business volunteer spent per year in Alberta's high schools was 9.55 hours, with a standard deviation of 26 hours, a mode of 1 hour, and a range from 0 to 192 hours.

Urban and rural business supporters.

Urban business supporters. The average number of supporting businesses that the 75 reporting Alberta urban high schools had was 44, with a standard deviation of 48, a mode of 50, and a range from 1 to 300 supporting businesses. The respondents reported that, of these 44 supporters, approximately 4 developed into partnerships with each urban high school, with a standard deviation of 8, a mode of 0, and a range from 0 to 50 partnerships. An Alberta urban high school typically had 29 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 41, a mode of 20, and a range from 0 to 200 volunteers. The average number of hours a business volunteer spent per year in an Alberta urban high school was 7.89 hours, with a standard deviation of 18 hours, a mode of 1 hour, and a range from 0 to 100 hours.

Rural business supporters. The average number of supporting businesses that the 77 reporting Alberta rural high schools had was 28, with a standard deviation of 26, a mode of 10, and a range from 1 to 130 supporting businesses. The respondents reported that of these 28 corporate supporters, approximately 4 developed into partnerships with each rural high school, with a standard deviation of 10, a mode of 0, and a range from 0 to 50 partnerships. An Alberta rural high school typically had 19 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 23, a mode of 20, and a range from 0 to 150 volunteers. The average number of hours a business volunteer spent per year in an Alberta rural high school was 9.45 hours, with a standard deviation of 28 hours, a mode of 1 hour, and a range from 0 to 192 hours.

Academic, vocational, comprehensive, and outreach business supporters.

Business supporters in academic high schools. The average number of supporting businesses that the 81 reporting Alberta academic high schools had was 32, with a standard deviation of 26, a mode of 50, and a range from 1 to 150 supporting businesses. The respondents reported that, of these 32 corporate supporters, approximately 4 developed into partnerships with each Alberta academic high school, with a standard deviation of 7, a mode of 0, and a range from 0 to 40 partnerships. Alberta's academic high schools typically had 26 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 37, a mode of 20, and a range from 0 to 175 volunteers. The average number of hours a business volunteer spent per year in an Alberta academic high school was 9.02 hours, with a standard deviation of 22 hours, a mode of 1 hour, and a range from 0 to 100 hours.

Business supporters in vocational high schools. The average number of supporting businesses that the six reporting Alberta vocational high schools had was 35, with a standard deviation of 16, a mode of 40, and a range from 10 to 50 supporting businesses. The respondents reported that, of these 35 corporate supporters, approximately 12 developed into partnerships with each Alberta vocational high school, with a standard deviation of 19, a mode of 3, and a range from 0 to 50 partnerships. Alberta's vocational high schools typically had 29 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 35, a mode of 5, and a range from 5 to 112 volunteers. The average number of hours a business volunteer spent per year in Alberta's vocational high school was 21.17 hours, with a standard deviation of 39 hours, a mode of 2 hours, and a range from 2 to 100 hours.

Business supporters in comprehensive high schools. The average number of supporting businesses that the 40 reporting Alberta comprehensive high schools had was 54, with a standard deviation of 59, a mode of 25, and a range of 1 to 300 supporting businesses. The respondents reported that, of these 54 corporate supporters, approximately 5 developed into partnerships with each Alberta comprehensive high school, with a standard deviation of 12, a mode of 1, and a range of 0 to 50 partnerships. Alberta's comprehensive high schools typically had

25 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 34, a mode of 20, and a range from 0 to 200 volunteers. The average number of hours a business volunteer spent per year in an Alberta comprehensive high school was 3.58 hours, with a standard deviation of 4 hours, a mode of 1 hour, and a range from 0 to 20 hours.

Business supporters in outreach high schools. The average number of supporting businesses that the 19 reporting Alberta outreach high schools had was 18, with a standard deviation of 17, a mode of 10, and a range from 2 to 60 supporting businesses. The respondents reported that of these 18 corporate supporters, approximately 2 developed into partnerships with each Alberta outreach high school, with a standard deviation of 2, a mode of 0 (indicating that many of these high schools had no business partnerships), and a range from 0 to 8 partnerships. An Alberta outreach high schools typically had 11 business volunteers per year involved in a variety of capacities including mentors, tutors, experts, instructors, journeymen, worksite mentors, volunteers, and guest speakers, with a standard deviation of 14, a mode of 0, and a range from 0 to 50 volunteers. The average number of hours a business volunteer spent per year in an Alberta outreach high school was 23.95 hours, with a standard deviation of 54 hours, a mode of 0 hours, and a range from 0 to 192 hours.

Discussion. When analyzing Alberta high schools in general, the data revealed that the approximate average number of supporting businesses providing support to Alberta high schools was 36. Alberta's urban high schools had 22% more business support, for a total of 44, 8 more than the provincial average. Alberta's rural high schools receive on average support from 28 businesses; 21% less than the provincial average and roughly 63% less than Alberta's urban high schools. One reason for this difference in the number of business supporters that Alberta's urban and rural schools have may relate to the limited number of businesses that are located in rural areas and available to provide support.

It was reported that approximately 3.62 business support relationships developed into partnerships per Alberta high school. Both Alberta's urban and rural high schools roughly had the same number of business support relationships develop into partnerships as the provincial average. Alberta's urban high schools reported that they had 3.97 business support relationships develop into partnerships, and Alberta's rural high schools indicated that they had 3.90.

Alberta's high schools typically have on average 23.38 business volunteers per year. Supporting businesses provided an average of 2.00 volunteers per year to Alberta high schools. This figure was calculated by dividing the average number of supporting businesses per year (36) by the average number of business volunteers that high schools typically have per year (23). Alberta's urban high schools had 5 more business volunteers than the provincial average, with their number of business volunteers totalling 28.81; and Alberta's rural high schools reported having 18.84 business volunteers, 4 less than the provincial average.

The average number of hours that a business volunteer spends per year in an Alberta high school was 9.55 hours. Business volunteers spend 9.45 hours in Alberta's rural high schools, which was roughly the provincial average, and Alberta's urban high schools receive 7.89 hours of business volunteers' time, approximately 1 hour and 40 minutes less time than the provincial average.

In an analysis of Alberta's high schools in general, the data reveal that the approximate average number of supporting businesses providing support to Alberta's high schools was 36. Alberta's comprehensive high schools received support from 54 supporting businesses, 18 more than the provincial average. This amounts to 52% more support for Alberta's comprehensive high schools than the provincial average. Alberta's seven reporting vocational high schools received support from the same approximate number of business supporters as the provincial average, and Alberta's academic high schools received support from 32 supporting businesses, 11% less than the provincial average. Alberta's outreach high schools reported receiving 51% less support than the provincial average with 18 business supporters.

It was reported that approximately 3.62 business support relationships developed into partnerships per Alberta high school. Alberta's six reporting vocational and 40 reporting comprehensive high schools exceed this provincial average. Alberta's six reporting vocational high schools reported that 11.67 business support relationships develop into partnerships, over three times the provincial average. Alberta's comprehensive high schools noted that on average 5.2 business support relationships develop into partnerships, a 20% increase over the provincial average. Alberta's academic high schools reported that 3.49 business support relationships developed into partnerships, roughly the same as the provincial average of 3.62. The smallest number of business support relationships developed into partnerships in Alberta's outreach high schools at 1.75, just under half of the provincial average.

Alberta's high schools typically have on average 23.38 business volunteers per year. Supporting businesses provided an average of 2.00 volunteers per year to Alberta high schools. This figure was calculated by dividing the average number of supporting businesses per year (36) by the average number of business volunteers that high schools typically have per year (23). Alberta's eight reporting vocational high schools had 5 more business volunteers than the provincial average, with 29.37. Alberta's academic high schools had 26.19 business volunteers, 3 more than the provincial average; and Alberta's comprehensive high schools had 24.6 business volunteers, 2 more than the provincial average. Alberta's outreach high schools had the fewest business volunteers at 10.95, less than half as many as the provincial average.

The average number of hours a business volunteer spent per year in an Alberta high school was 9.55 hours. Business volunteers spent the most time in Alberta's outreach high schools, at 23.95 hours, two-and-a-half times more than the provincial average. Alberta's six reporting vocational high schools received 21.17 hours of business volunteers' time, over twice as much as the provincial average. Business volunteers spent 9.02 hours in Alberta's academic high schools, roughly 30 minutes less than the provincial average. On average, business volunteers spent 3.58 hours in Alberta's comprehensive high schools, the smallest amount of time spent in all of the types of schools and almost 6 hours less than the provincial average.

Lewington (1998) and McKeown (1994) reported that schools yearn to have a number of supporting businesses. In the current study it was found that the typical Alberta high school had 36 supporting businesses. Lewington explained that an arrangement with multiple partners is very desirable. McKeown (1994) noted that a school district in Ontario had almost 200 corporate supporters. It was determined in the current study that at least one urban comprehensive high school in Alberta had up to 300 corporate supporters.

There were no reportings in the literature distinguishing among the various types of Alberta's high schools, including academic, vocational, comprehensive, and outreach high schools, or between urban and rural high schools and the number of business supporters they had.

Amount of Support Provided by Business Supporters

First, an analysis of the amount of support provided by business supporters to Alberta's high schools was done for the province as a whole. Second, analysis was undertaken comparing Alberta's rural and urban schools. Third, the findings for Alberta's academic, vocational, comprehensive, and outreach high schools were analyzed and compared separately. The data for all the sets of analysis are presented in Table 6.4.

Table 6.4

The Amount of Support Provided by Business Supporters and Commercial Support Activities

Question		Mean	SD	Mode	Range	N
What is the approximate average annual dollar value of an individual business donation of cash, goods and/or services?	Province	$2,412.97	$7,797.48	$100.00	$0 - 60,000.00	149
	Urban	4,593.54	11,124.02	50.00	0 - 60,000.00	68
	Rural	567.72	1,199.27	100.00	0 - 8,000.00	76
	Academic	1,643.92	5,037.15	100.00	0 - 40,000.00	78
	Vocational	737.50	750.29	1,000.00	75 - 2,000.00	6
	Comprehensive	5,631.58	13,208.44	50.00	0 - 6,000.00	38
	Outreach	690.78	1,248.12	100.00	0 - 5,000.00	18
What would be the approximate annual dollar value of all the business support of money, goods, equipment, products, services and the value of the time and/or expertise that your school receives?	Province	$17,168.52	$24,600.23	$10,000.00	$0 - 115,000.00	135
	Urban	23,048.39	28,783.00	10,000.00	0 - 115,000.00	62
	Rural	11,467.39	17,419.23	10,000.00	0 - 75,000.00	69
	Academic	12,684.06	14,109.22	10,000.00	0 - 70,000.00	69
	Vocational	27,000.00	39,217.34	10.000.00	5 000 - 115,000.00	7
	Comprehensive	33,688.24	34,569.94	10,000.00	400 - 100,000.00	34
	Outreach	5,385.29	14,302.85	1,000.00	0 - 60,000.00	17
What would be the approximate annual dollar value of your school's revenue after expenses from commercial activities? (e.g. cafeteria, auctions, casino, bingos, lotteries, raffles, concerts, performances, leasing retailing, marketing, revenue from advertising)	Province	$25 146.81	$31 439.29	$0.00	$0 – 180 000.00	141
	Urban	35 460.32	37 005.23	30 000.00	0 – 180 000.00	63
	Rural	17 201.37	23 359.22	5 000.00	0 – 130 000.00	73
	Academic	24 380.00	29 138.86	10 000.00	0 – 130 000.00	75
	Vocational	53 750.00	84 492.11	2 000.00	2 000 – 180 000.00	4
	Comprehensive	39 108.11	28 938.66	5 000.00	3 500 – 100 000.00	37
	Outreach	2 233.33	3 494.49	$0.00	0 – 12 000.00	18

Fndings. The respondents were asked to approximate the amount of an average individual business contributions of cash, goods, and/or services and the approximate annual dollar value of all the business support of money, goods, equipment, products, services and the value of the time and/or expertise that their high schools receive. The respondents were also asked the approximate value of their high school's revenue after expenses from commercial support activities. The mean, standard deviation, mode, range of responses, and frequency of response were calculated for each of these questions and are presented in Table 6.4. These findings are presented for Alberta's high schools as a whole as well as for the following demographic profiles: urban and rural high schools; and academic, vocational, comprehensive, and outreach high schools.

Provincial amount of business support and commercial support activities. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to an Alberta high school was reported to be $2,412.97, with a standard deviation of $7,797.48, a mode of $100.00, and a range from 0 to $60,000.00. The approximate annual mean dollar value of all business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that an Alberta high school typically received was reported to be $17,168.52, with a standard deviation of $24,600.23, a mode of $10,000.00, and a range from 0 to $115,000.00. The respondents also reported that, on average for all Alberta's high schools, the approximate annual dollar value of revenue after expenses from commercial support activities was $25,146.81, with a standard deviation of $31,439.29, a mode of 0, and a range from 0 to $180,000.00.

Urban and rural high school business support and commercial support activities.

Business support and commercial support activities in urban high schools. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to an Alberta urban high school was reported to be $4,593.54, with a standard deviation of $11,124.02, a mode of $50.00, and a range from 0 to $60,000.00. The approximate annual mean dollar value of all business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that an Alberta urban high school typically received was reported to be $23,048.39, with a standard deviation of $28,783.00, a mode of $10,000.00, and a range from 0 to $115,000.00. The respondents also reported that the approximate annual dollar value of an Alberta urban high school's revenue after expenses from commercial support activities was $34,460.32, with a standard deviation of $37,005.23, a mode of $30,000.00, and a range from 0 to $180,000.00.

Business support and commercial support activities in rural high schools. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to Alberta's rural high schools was reported to be $567.72, with a standard deviation of $1,199.27, a mode of $100.00, and a range from 0 to $8,000.00. The approximate annual mean dollar value of all the business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that rural high schools in Alberta typically received was reported to be $11,467.39, with a standard deviation of $17,419.23, a mode of $10,000.00, and a range from 0 to $75,000.00. The respondents also reported that the approximate annual dollar value of an Alberta rural high school's revenue after expenses from commercial support activities was $17,201.371, with a standard deviation of $23,359.22, a mode of $5,000.00, and a range from 0 to $130,000.00.

Academic, vocational, comprehensive, and outreach high school business support and commercial support activities.

Business support and commercial support activities in academic high schools. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to an Alberta academic high school was reported to be $1,463.92, with a standard deviation of $5,037.15, a mode of $100.00, and a range of 0 to $40,000.00. The approximate annual mean dollar value of all business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that an Alberta academic high school typically received was reported to be $12,684.06, with a standard deviation of $14,109.22, a mode of $10,000.00, and a range from 0 to $70,000.00. The respondents also reported that the approximate annual dollar value of an Alberta academic high school's revenues after expenses from commercial support activities was $24,380.00, with a standard deviation of $29,138.86, a mode of $10,000.00, and a range from 0 to $130,000.00.

Business support and commercial support activities in vocational high schools. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to an Alberta vocational high school was reported to be $737.50, with a standard deviation of $750.29, a mode of $100.00, and a range of $75.00 to $2,000.00. The approximate annual mean dollar value of all the business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that an Alberta vocational high school typically received was reported to be $27,000.00, with a standard deviation of $39,217.34, a mode of $10,000.00, and a range of $5,000.00 to $115,000.00. The respondents also reported that the approximate annual dollar value of an Alberta vocational high school's revenues after expenses from commercial support activities was $53,750.00, with a standard deviation of $84,492.11, a mode of $2,000.00, and a range of $2,000.00 to $180,000.00.

Business support and commercial support activities in comprehensive high schools. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to the six reporting Alberta comprehensive high schools was reported to be $5,631.58, with a standard deviation of $13,208.44, a mode of $50.00, and a range of 0 to $6,000.00. The approximate annual mean dollar value of all the business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that an Alberta comprehensive high schools typically received was reported to be $33,688.24, with a standard deviation of $34,569.94, a mode of

$10,000.00, and a range of $400.00 to $100,000.00 by the seven reporting high schools. The respondents also reported that the approximate annual dollar mean value of an Alberta comprehensive high school's revenues after expenses from commercial support activities was $39,108.11, with a standard deviation of $28,938.66, a mode of $5,000.00, and a range of $3,500.00 to $100,000.00 as reported by the four high schools.

Business support and commercial support activities in outreach high schools. The approximate average annual dollar value of an individual corporate contribution of cash, goods, and/or services to an Alberta outreach high school was reported to be $690.78, with a standard deviation of $1,248.12, a mode of $100.00, and a range of 0 to $5,000.00. The approximate annual mean dollar value of all the business contributions of money, goods, equipment, products, services, and the value of the time and/or expertise that an Alberta outreach high school typically received was reported to be $5,385.29, with a standard deviation of $14,302.85, a mode of $1,000.00, and a range of 0 to $60,000.00. The respondents also reported that the approximate annual dollar value of an Alberta outreach high school's revenues after expenses from commercial support was $2,233.33, with a standard deviation of $3,494.49, a mode of 0, and a range of 0 to $12,000.00.

Discussion. The frequency of responses for the study questions relating to the number of business supporters and the amounts of corporate support had a range from N=155 to N=169 and N=135 to N=149, respectively. There were fewer responses relating to those study questions seeking the dollar values of the corporate support to the high schools than to those study questions that asked about the number of business supporters. One reason for these differences in frequencies of response may relate to the difficulty some respondents had in determining the dollar values of goods, equipment, products, and services provided by business supporters.

The value of an Alberta urban high school's average individual business donations, the total value of all business support, and the revenues after expenses from commercial support activities exceeds those of its rural counterparts. Alberta's urban high schools received the largest average individual business donation of $4,593.54, which amounts to more than twice the provincial average of $2,412.97. Alberta's rural high schools received $567.72 on average from an individual business donation, which amounts to 12% of the average value of an urban Alberta high school's and slightly more than 25% of the provincial average.

Similarly, the approximate average total value of all business contributions that an Alberta urban high school received was $23,048.39, roughly 35% more than the provincial average of $17,168.52. Alberta's rural high schools average annual dollar of all business support received were $11,467.39, two thirds less than the provincial average and half the amount that Alberta's urban high schools received.

The approximate average value of an Alberta urban high school's commercial support activities revenues after expenses were $35,460.32; these revenues exceeded the provincial average of $25,146.81 by 41%. The average value of an Alberta rural high school's commercial support activities revenues after expenses were $17,201.37, which amounted to 32% less than the provincial average and half the average value of an urban high school's commercial support activities.

Alberta's comprehensive high schools received the largest average individual corporate contribution of $5,631.58, more than twice the provincial average of $2,412.97 as reported by the six high schools. Alberta's academic high schools received $1,643.92 per average individual corporate contribution, almost two thirds of the provincial average. Similarly, Alberta's vocational and outreach high schools received less than one third of the provincial average at $737.50 and $690.78, respectively.

The approximate provincial average annual dollar value of all corporate contributions was $17,168.52. Alberta's comprehensive and vocational high schools exceeded the value of the provincial average. Alberta's average comprehensive high school support as reported by the seven high schools was $33,688.24, almost twice the provincial average; and vocational high schools received $27,000.00, almost 60% more than the provincial average. Alberta's academic and outreach high schools received less than the approximate provincial average annual dollar value of all business support. Alberta's academic high schools received $12,684.06, 26% less than the provincial average; and Alberta's outreach high schools received $5,385.29, one third of the approximate provincial average annual dollar value of all business support.

The approximate provincial average annual dollar value of revenues after expenses from commercial support activities was $25,146.81. Alberta's vocational and comprehensive high schools all reported that the value of their commercial support activities revenue exceeded the provincial average. Alberta's four reporting vocational high schools have the highest average revenue from commercial activities at $53,750.00, more than twice the provincial average; and Alberta's comprehensive high schools earned $39,108.11, 56% more than the provincial average. The value of Alberta's academic and outreach high schools' commercial support activities revenues was less than the provincial average. Alberta's academic high schools average revenue was $24,380.00, 3% less than the provincial average; and Alberta's outreach schools revenues were the lowest amongst the four types of high schools at $2,233.33, 91% less than the value of the provincial average of revenues after expenses for commercial support activities.

The average value of corporate support activities contributions was $17,168.52, and the value of commercial support after expenses was $25,146.81. When these figures are added together, the average value of corporate support, as reported by the respondents, was $42,315.33 for the 176 Alberta high schools in the current study. I estimated that, based on the reported figures, the soft costs alone would have a value of $1,757.20. This was calculated by multiplying 23, the average number of business volunteers that high schools typically have per year, by 9.55, the average number of hours that a business volunteer spent per year in a high school, by an estimated rate of $8.00, an hourly rate used in a recent study by Wente (2000).

If the remaining high schools in the province are representative of the high schools in this study, as of March 2001 there were 533 Alberta high schools that had students in Grades 10 to 12. The figures for the entire province would include corporate contributions, $9,150,821.20; commercial support activities, $13,403,250.00; and soft costs, $936,587.60. Therefore, the total value of corporate support for all Alberta high schools would be approximately $23,490,658.80.

The soft costs, which refer to the value of donations of time, were estimated to be $936,587.60, based on the number of volunteers and time spent in high schools as reported in the current study, including all 533 Alberta high schools. Bauman and Crampton (1995) explained that one school district in California recorded 280,264 volunteer hours in a year. They noted that by using a figure of $8 per hour as a comparative wage cost, that amount of volunteer hours would have been valued at $2.2 million. Although direct comparisons cannot be made between studies, it is indicative of the value of business supporters' time. Cavazos (1988) reported that corporate supporters are increasing their support in the form of donated time and services rather than straight cash support to schools.

Urban high schools compared to rural high schools. Alberta's urban high schools reported receiving 64% more business support than Alberta's rural high schools did. Both Alberta's urban and rural high schools had roughly the same number of business support relationships develop into partnerships. Alberta's urban high schools had 65% more business volunteers than Alberta's rural high schools did; however, business volunteers spent 17% more time in Alberta's rural high schools than in Alberta's urban high schools. The value of Alberta's urban high schools' average individual business donations was 88% more than that of Alberta's rural high schools; as well, both Alberta's urban high schools' total value of all business support and the revenues after expenses from commercial support activities were 50% larger than Alberta's rural high schools. Overall, Alberta's urban high schools have larger revenues from commercial support activities and are receiving more corporate support than are Alberta's rural high schools.

The findings in the current study that the value of corporate contributions and revenues from commercial support activities is greater for Alberta's urban schools than for Alberta's rural schools was supported in the literature by Cavazos (1988), who indicated that urban schools had the most corporate support, followed by suburban schools and then rural schools.

Comparisons between academic, vocational, comprehensive, and outreach high schools. Based on the respondents' reports, Alberta's comprehensive high schools had the largest average number of corporate supporters, followed by Alberta's vocational, academic, and outreach high schools. Alberta's vocational high schools had the greatest number of corporate support relationships—although there were only six respondents from these high schools—develop into partnerships, followed by Alberta's comprehensive, academic, and outreach high schools. Alberta's vocational high schools also averaged the largest number of corporate volunteers per year; similarly, there were eight respondents from these high schools, followed by Alberta's academic, comprehensive, and outreach high schools. Alberta's outreach high schools averaged the highest number of hours per corporate volunteer per year, followed by Alberta's vocational, academic, and comprehensive high schools.

In the current study, an Alberta high school typically reported having 36 business supporters. If this were true of all 533 high schools in Alberta, there would be roughly 19,188 business and education relationships in Alberta's high schools alone. Froese-Germain and Moll (1997) noted that in the latter half of the 1990s there were approximately 15,000 to 20,000 partnerships between business and education in Canada. It appears that the number of corporate support relationships with schools is very large.

It was reported in the current study that the average value of an Alberta high school's commercial support activities is $25,146.81. In the literature Wente (2000) reported that a five-year exclusive contract between Pepsi and an Ontario school district could generate more than $3.5 million, or roughly $28,000 per year per high school. Although this amount relates exclusively to the value of a Pepsi contract, it compares favourably with the value of commercial support activities in a typical Alberta high school.

There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach high schools, or between urban and rural high schools and the amount of support they received.

The General Impact of Corporate Support on Alberta High Schools and on the Provision of Education in Those Schools

This section addresses research question 5. Information related to this research question was collected in eight questionnaire items. For this reason, this section consists of eight parts. Each reports the findings associated with a specific questionnaire item. The first part presents the findings on the perceptions of the stakeholders' attitudes toward business support. The second part reports on the perceived extent to which business supporters understand the educational philosophy, objectives, and goals of the high school they support. In the third part, the extent to which schools are requested to provide evidence of how business support was used and how effective it was are presented. The fourth part reports the respondents' levels of satisfaction with the business support that their high schools were receiving. The fifth part presents the distribution of the ratings on the usefulness of business support to Alberta's high schools as reported by the respondents. The sixth part reports the respondents' ratings of the influence that business support had on their schools' decision making. In the seventh part, the overall impact of business support on education in the high school is presented. The eighth part provides the distribution of responses on how necessary business support is for Alberta's high schools. Each part addresses the question, provides the findings, and ends with a discussion.

Research Question 5

Research Question 5 asked, "What is the general impact of corporate support on Alberta high schools and on the provision of education in those schools?"

Perceptions of the Stakeholders' Attitudes Toward Business Support

Findings. The respondents were asked in the study questionnaire to provide their perceptions on the various stakeholders' general attitudes towards business support. The results are presented in Table 6.5.

In the respondents' perceptions, the general attitudes of the 10 stakeholder groups towards business support ranged from *very positive* to *very negative* for three of the stakeholders, and from *very positive* to *negative* for the remaining 7 stakeholder groups. As the means revealed, the attitudes toward business support in Alberta's high schools were perceived, in general, to be positive. These 10 stakeholder groups were divided into two categories: those with a mean ranging from 1.72 to 2.41, and the tenth with a mean of 2.80.

The means of 1.72 to 2.41 indicate a positive attitude toward business support. Each stakeholder group, with the exception of labour unions, was perceived by the respondents to have a positive attitude toward corporate support. These nine groups, in ascending order of means (indicating less positive support), were the administration of the school, the administration of school division or district, the parents' committee for the school, the school board/trustees, students, teachers, parents of students (other than those on

Table 6.5

Perceptions of the Stakeholders' Attitudes Toward Business Support

Question	1 Very positive %	2 Positive %	3 Neutral %	4 Negative %	5 Very negative %	Mean	Rank	SD	N
For each group of stakeholders listed below, please rate your perception of their general attitude toward business support?									
Administration of your school	40.8	47.1	11.5	0.6	0.0	1.72	1	.69	174
Administration of your school division/district	31.4	51.7	15.7	0.6	0.6	1.87	2	.73	172
Parents committee foryour school	28.5	54.1	15.1	2.3	0.0	1.91	3	.72	172
School board/trustees	25.0	57.0	15.1	2.3	0.6	1.97	4	.74	172
Your students	16.7	62.6	19.5	1.1	0.0	2.05	5	.64	174
Your teachers	19.5	58.6	16.1	5.7	0.0	2.08	6	.76	174
Parents of your students (other than those on parents' committee)	16.9	57.0	25.0	1.2	0.0	2.10	7	.68	172
Business community	13.4	58.1	25.6	2.9	0.0	2.18	8	.69	172
Residents of the community (other than parents of student)	7.2	47.9	41.9	3.0	0.0	2.41	9	.67	167
Labour unions	3.9	20.8	67.5	7.1	0.6	2.80	10	.65	154

parents' committee), the business community, and residents of the community (other than parents of the students). Labour unions had a mean of 2.80, falling between 2.50 and 3.50, which indicates that they are perceived on average as having a neutral attitude toward business support.

Discussion. The majority of the respondents in Alberta's high schools in the current study perceived that the stakeholders in general have a positive attitude toward businesses providing support to high schools. The exception was labour unions, who were perceived on average to have a neutral attitude towards corporate support.

A number of comparisons are presented between the findings in the current study of the respondents' perceptions of the stakeholders' attitudes toward corporate support and the reportings in the literature, which presented the attitudes of the stakeholders. In the current study, 58% of the respondents perceived that the business community had a "positive attitude toward business support." Similarly, the reportings of Lewington (1998) and Rostami (1996) indicated that the business community's attitude was also quite positive. Lewington reported that the relationship between schools and business had changed: There is now more understanding and less mistrust. Rostami reported that businesses were very interested in being involved in education because they received a lot of positive exposure. In contrast to the current study's findings, O'Neill (1995) explained that education and business tend to have adversarial attitudes toward each other. This reporting was not found in the current study.

It was reported in the current study that school boards/trustees, schools administration, teachers, and students were perceived to have positive attitudes towards business support by the respondents. Similarly, Moysa (1995) noted that school boards/trustees, superintendents, and teachers had a positive attitude towards corporate support because they were not concerned about schools seeking corporate support and they were not fundraising for essentials. As well, the *Calgary Herald* editorial ("An Overdose of Fund-Raising," 1995) and The

Edmonton Journal ("School's Fund-Raising Move," 1995) indicated that a number of principals perceived corporate support positively and were embracing business support by holding school lotteries. However, to the contrary, Borowko (1998) indicated some students are of the opinion that business support is detrimental to their education, and Perry (1995) was also of the opinion that corporate support is not working for the students.

In the current study 68% of the respondents perceived that labour unions' attitude toward business support was neutral; however, Barrett (1995) reported that most of the antipathy toward corporate support comes from labour unions.

There were no reportings in the literature of schools' perceptions on stakeholders' attitudes towards business support.

The Extent to Which Business Supporters Understand the Educational Philosophy, Objectives, and Goals of the School They Support

Findings. The extent to which business supporters understand the educational philosophy, objectives, and goals of the schools they support, as perceived by the study respondents, is presented in Table 6.6.

The respondents indicated that the extent to which business supporters understand the educational philosophy, objectives, and goals of their high school ranged across the entire spectrum from *not at all* to *very well*. On average, business supporters were perceived to *adequately* understand the educational philosophy, objectives, and goals of the school, as revealed by the mean of 3.32. Business supporters were perceived almost equally to fall into the two categories of *adequately* and *slightly* understanding the educational philosophy, objectives, and goals of the high school, with the percentage of response at 37.4% and 36.8%, respectively. Business supporters were perceived as understanding the educational philosophy, objectives, and goals of schools *well* by 14.9%, *very well* by 2.9%, and *not at all* by 8.0% of respondents.

Table 6.6

Understandings of the Educational Philosophy, Objectives, and Goals of the School

Question	1 Very well %	2 Well %	3 Adequately %	4 Slightly %	5 Not at all %	Mean	SD	N
To what extent do your business supporters understand the educational philosophy, objectives, and goals of your school?	2.9	14.9	37.4	36.8	8.0	3.32	.92	174

Discussion. It was reported in this study that, on average, business supporters were perceived almost equally to *adequately* or *slightly* understand the educational philosophy, objectives, and goals of the Alberta high school to which they were providing support, with an overall average of *adequately*. There were no reports in the review of the literature on how well supporting businesses (in other parts of Canada or the United States) understood the philosophy, objectives, and goals of the high schools they were supporting.

Requests for Evidence of How Business Support Was Used and its Effectiveness

Findings. The respondents' reports on the extent to which their high schools were requested to provide evidence of how business support was used and how effective it was are summarized in Table 6.7.

Respondents reported that their business supporters *seldom* requested that schools provide them with evidence on how their support was used, as revealed by the mean of 2.94 and the majority of respondents (53.8%) choosing this response category. Respondents perceived that just over a fifth of business supporters almost equally requested *often* or *never* that schools provide them with how their support was used, with percentages of responses of 22.8% and

21.1%, respectively. Just over 1 in 50 (2.3%) reported that businesses *always* requested evidence of how their support was used.

Table 6.7

Requests for Evidence on How Business Support Was Used and its Effectiveness

Question	1 Always %	2 Often %	3 Seldom %	4 Never %	Mean	SD	N
How often do business supporters request that the school provide them evidence of how their support was used?	2.3	22.8	53.8	21.1	2.94	.73	171
How often do business supporters request that the school provide them evidence of how effective their support was?	0.6	12.4	58.0	29.0	3.15	.65	169

The respondents indicated that, on average, business supporters *seldom* requested that the school provide them with evidence on how effective their support was. This study questionnaire item had a mean of 3.15, and the *seldom* response category received 58.0% of the responses. The respondents reported that 29.0% of the time the high school was *never* asked to provide evidence of how effective their support was, followed by one in eight (12.4%) reporting that their high school was *often* asked, and fewer than 1 in 100 (0.6%) indicating that their school was *always* asked for evidence of how effective their business support was.

Discussion. The majority of the respondents (58%) indicated that corporate supporters *seldom* requested that Alberta high schools provide evidence of how business support was used and how effective it was, with overall averages in both instances in the *seldom* category. Brown and Funk (1995) reported that the private sector demands tangible evidence of how the corporate support is used. Similarly, Marshall (1995) indicated that the business sector desires accountability from educational institutions. However, their reportings did not indicate how frequently the corporate sector requested that Alberta high schools provide evidence of how business support is used and how effective it is.

Satisfaction With Business Support

Findings. The respondents were asked to rate the degree of satisfaction they had with their current level of business support, which is summarized for Alberta high schools in Table 6.8. The majority of the respondents reported that they were *satisfied* or *very satisfied* with their current level of business support by a margin of over two to one (69.4% to 30.7%) over the respondents who were *dissatisfied* or *very dissatisfied*. Almost two thirds of the respondents (63.6%) indicated that they were *satisfied* with their school's current level of business support. The mean of 2.28 for this questionnaire item confirms that, in general, the respondents shared this perception. However, over a quarter (27.2%) reported being *dissatisfied*, about 1 in 20 (5.8%) reported being *very satisfied*, and about 1 in 30 (3.5%) reported being *very dissatisfied* with their school's current level of business support.

Discussion. The respondents have reported that on average Alberta high schools are *satisfied* with their current levels of business support. The literature did not address high schools' satisfaction with their current levels of corporate support in other jurisdictions in Canada or the United States. As a result, this finding was not found in the literature.

Usefulness of Business Support

Findings. The distribution of ratings on the usefulness of business support as reported by the respondents is shown in Table 6.9.

Table 6.8

Degree of Satisfaction With Business Support

Question	1 Very satisfied %	2 Satisfied %	3 Dissatisfied %	4 Very dissatisfied %	Mean	SD	N
How satisfied are you with your school's current level of business support?	5.8	63.6	27.2	3.5	2.28	.62	173

Table 6.9

The Usefulness of Business Support

Question	1 Very useful %	2 Useful %	3 Somewhat useful %	4 Not at all useful %	Mean	SD	N
How would you rate the usefulness of business support in your school?	29.3	43.7	23.6	3.4	2.01	.82	174

In excess of three sevenths (43.7%) of respondents reported that business support was *useful* for their high schools, with slightly more than two sevenths (29.3%) reporting that it was *very useful* and most of the remainder (23.6%) reporting that it was *somewhat useful.* A small percentage (3.4%) reported that it was *not at all useful* for their schools.

Discussion. In the current study the majority of respondents (44%) from Alberta high schools viewed corporate support as *useful*, which concurs with the report entitled "The Kids Connection" (1996). This report explained that corporate support has traditionally gone to the field of postsecondary education because it could help to train the next generation of workers. However, corporate support is now being given to schools serving Grades K to 12 because they are perceived to have the most need for it.

Influence of Business Support on Decision Making

Findings. The study questionnaire asked respondents to rate the influence that business support has on their schools' decision making. The distribution of their ratings is presented in Table 6.10.

Table 6.10

The Influence of Business Support on High School Decision Making

Question	1 Very influential %	2 Influential %	3 Somewhat influential %	4 Not at all influential %	Mean	SD	N
How would you rate the influence that business support has on your school's decision making?	2.3	6.9	39.7	51.1	3.4	.72	174

The respondents rated the influence that business support had on their schools' decision making. Responses ranged across all four response categories, from *not at all influential* to *very influential*. The mean of 3.4 on the 4-point scale revealed that on average the influence was rated between *somewhat influential* and *not at all influential*. For two fifths of the respondents (39.7%), business support was perceived to be *somewhat influential* on their high schools' decision making. However, a slight majority of respondents (51.1%) reported that business support was *not at all influential* on their schools' decision making, with 6.9% reporting it as *influential* and 2.3% reporting it as *very influential* on their schools' decision making.

Discussion. The respondents perceived that the influence of corporate support on their high schools' decision making was between *somewhat influential* and *not at all influential*. A number of comparisons are presented between the findings in the current study of the respondents' perceptions of the influence that business support has on their high schools' decision making and the implication of influence that accompanies corporate support in the reportings of Barrett (1995), Erskine (1998), ASCD (1989/90), Levine (1986), MacPherson (1995), Molnar (1989-90), "New Partnership to Open Career Paths" (1995), The Canadian Teachers' Federation (2000), and Weese (1991).

The current study's finding was supported by Erskine (1998), who reported that most companies do not have a philosophy or social agenda to provide support with the intention of ultimately influencing education, and the ASCD (1989/90) noted that involving business in education does not mean that the business agenda has to become the school's agenda. In a similar vein, Weese (1991), as a teacher and as an author of corporate materials, was not of the opinion that the corporate-supported teaching community has an undue influence on students. As well, MacPherson (1995) also dismissed the undue influence that corporate support may have on schools. The Canadian Teachers' Federation (2000) stated that the role of the private sector in shaping the goals of public policy and public education should not exceed that of any other sector or interest group to prevent possible influences.

In contrast to the current study's finding, Barrett (1995) explained that most of the antipathy toward schools accepting and using corporate support comes from labour unions, who hat are fearful of business having undue influence on young learners. Levine (1986) also noted that corporate supporters are in a position to influence public education policy. Similarly, "New Partnership to Open Career Paths" (1995) acknowledged that the corporate sector is often accused of being involved in supporting education with ulterior motives and of changing education to suit themselves and possibly to influence students.

There were no reportings in the literature indicating the schools' perceptions of the influence that business support has on their decision making.

Impact of Business Support on Education

Findings. The respondents were asked to rate, in their opinion, the overall impact of business support on education in their high school. The distribution of ratings is presented in Table 6.11. The range of responses varied from *very negative* to *very positive*. Over three fifths (61.7%) of the respondents perceived that the overall impact of business support on education in their high schools was "positive." A quarter (25.1%) had a *neutral* opinion about this matter; 1 in 10 (10.3%) had a *very positive* attitude; almost 1 in 50 (1.7%) reported that business support had a *very negative* impact; and 1 in 100 (1.1%) reported that business support had a *negative* impact on education in their high school. Overall, as the mean of 2.22 revealed, this impact was viewed as *positive*.

Table 6.11

The Impact of Business Support on Education

Question	1 Very positive	2 Positive	3 Neutral	4 Negative	5 Very negative	Mean	SD	N
	%	%	%	%	%			
What in your opinion is the overall impact of business support on education in your school?	10.3	61.7	25.1	1.1	1.7	2.22	.71	175

Discussion. In the current study the overall impact of corporate support was perceived to be *positive* by 62% of the respondents. This finding was supported in the literature by Allnutt (1993), Brown and Funk (1995), and Hoyt (1991). Allnutt maintained it is a good thing to have the corporate sector involved in schools. Similarly, Brown and Funk claimed that relationships between the corporate sector and schools are positive. They explained that schools require more resources, new ideas, and different approaches; and the business sector is an excellent source of such support. As well, Hoyt reported that the public sector's contribution to schools makes for a positive relationship.

The Need for Business Support

Findings. The distribution of responses on how necessary business support is for Alberta high schools is presented in Table 6.12. The respondents' responses ranged from "very necessary" to "not at all necessary." The mean of 2.34 revealed that overall the respondents' opinion was business support is "necessary" for Alberta high schools. Over one-third (33.9%) of the respondents reported that business support was "necessary" for their high schools. Almost three in ten (28.7%) perceived business support to be "very necessary." Nearly equal numbers, 16.7% and 16.1%, respectively, reported that business support is "somewhat necessary" or "moderately necessary." Under five percent (4.6%) of the respondents noted that it was "not at all necessary" for their high schools to have business support.

Discussion. The findings in the current study indicate that the respondents, in general, reported that corporate support is *necessary* for their high schools. This finding was supported in the literature by Cunningham (1995), Gilmour (1995), and Moysa (1995). Cunningham reported that corporate support is necessary because education can no longer be fully funded by taxpayers. Gilmour noted that corporate support is needed because schools are fundraising for the most basic needs. Similarly, Moysa reported that corporate support is necessary for schools to purchase computers, musical instruments, and supplementary books and supplies for the classroom and library.

Table 6.12

The Need for Business Support in Schools

Question	1 Very necessary	2 Necessary	3 Moderately necessary	4 Somewhat necessary	5 Not at all necessary	Mean	SD	N
	%	%	%	%	%			
In your opinion, how necessary is business support for your school?	28.7	33.9	16.1	16.7	4.6	2.34	1.19	174

Summary

Research question 4 asked, "In what capacities is the corporate sector involved in providing support to Alberta high schools?" It was reported by 52% of the respondents that business-provided materials, products, or services were made available to students and staff because the school receives a commission or percentage of the sale to a *slight* extent. This support contributes to the school's commercial support activities.

The frequency with which support is provided to high schools varies from a one-time contribution to weekly contributions. The respondents indicated that the average frequency with which support is provided to high schools by businesses is annually 45% of the time, semi-annually 20% of the time, a one-time donation 11% of the time, and monthly, weekly, or bimonthly less than 10% of the time.

Alberta high schools typically have 36 corporate supporters, with as few as one per school to as many as 300 corporate supporters in one school. On average, 4 developed into partnerships, with as few as none in some schools and as many as 50 partnerships in others.

High schools had on average 23 corporate volunteers, each of whom spent nine-and-a-half (9.55) hours volunteering their time at the high school per year. Here again the range was great, from none to 200 volunteers per high school, some spending an hour at the school and others up to 192 hours per year.

The typical individual corporate supporter's annual donation was reported by the high schools to be $2,412.97 per year, with a range from 0 to $60,000.00 per year. The average annual value of a school's corporate contributions in the form of goods, equipment, products, and services and the value of the time and expertise the school receives was $17,168.52 (range from 0 to $115,000.00 per year), and the value of commercial support activities after expenses was $25,146.81 (ranging from 0 to $180,000.00), for a combined support total of $42,315.33 per Alberta high school from these two sources. Corporate support is saving the taxpayer money. Alberta's business community is making a large contribution to Alberta's high schools, and high schools themselves are contributing a very significant amount through their own profit-producing business activities.

Alberta's urban high schools reported receiving 64% more business support than did Alberta's rural high schools, with 44 and 28, respectively. Both urban and rural high schools have roughly the same number, 4, of business support relationships that develop into partnerships. Alberta's urban high schools have 65% more business volunteers than Alberta's rural high schools do, with 29 and 19, respectively. However, business volunteers spent 17% more time in Alberta's rural high schools (9.45 hrs) than in Alberta's urban high schools (7.89 hrs). The value of Alberta's urban high schools' average individual business donation ($4,593.54) was 88% more than that of Alberta's rural high schools ($567.72). As well, the total value of both business support ($23,048.39) and the revenues after expenses from commercial support activities ($35,460.32) for

Alberta's urban high schools were 50% larger than that in rural high schools ($11,467.39 and $17,201.37, respectively). Overall, Alberta's urban high schools are earning and receiving more corporate support than are Alberta's rural high schools.

The study questionnaire on average was completed by 78 academic high schools, 7 vocational high schools, 39 comprehensive high schools, and 19 outreach high schools. Vocational high schools had on average seven respondents reporting, and Alberta's comprehensive high schools have the largest average number of corporate supporters with 54, followed by Alberta's vocational high schools with 35, academic high schools with 32, and outreach high schools with 18 corporate supporters. Alberta's vocational high schools have the greatest number of corporate support relationships, with 12 developing into partnerships, followed by Alberta's comprehensive high schools with 5, academic high schools with 4, and outreach high schools with 2. Alberta's vocational high schools also average the largest number of corporate volunteers with 29 per year, followed by Alberta's academic high schools with 26, comprehensive high schools with 25, and outreach high schools with 11. Alberta's outreach high schools average the highest number of hours (23.95 hours) per corporate volunteer per year, followed by Alberta's vocational (21.17 hours), academic (9.02 hours), and comprehensive (3.58 hours) high schools.

Alberta's comprehensive high schools receive the largest annual individual corporate contribution ($5,631.58), followed by Alberta's academic ($1,643.92), vocational ($737.50), and outreach ($690.78) high schools. Alberta's comprehensive high schools also have the largest total value corporate contribution ($33,688.24) of money, goods, equipment, products, services, and value of volunteer time, followed by Alberta's vocational ($27,000.00), academic ($12,684.06), and outreach ($5,385.29) high schools. However, Alberta's vocational high schools have the largest revenue after expenses from commercial support activities ($53,750.00), followed by Alberta's comprehensive ($39,108.11), academic ($24,380.00), and outreach ($2,233.33) high schools.

The literature did not address the extent to which schools are involved in commercial support activities. Similarly, the frequency with which supporting businesses provided their support was not found in the literature. There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach, or between urban and rural high schools and the number of business supporters they have or the amount of support that they have received.

Research question 5 asked, "What is the general impact of corporate support on Alberta high schools and on the provision of education in those schools?" This study reported that on average business supporters were perceived almost equally to *adequately* or *slightly* understand the educational philosophy, objectives, and goals of the Alberta high school to which they were providing support, with an overall average of *adequately*. The corporate supporters were perceived, in general, to *seldom* be interested in knowing how their support was used and whether it was effective. It was reported by 64% of the respondents that they were *satisfied* with their current level of corporate support. The respondents perceived that the various stakeholders' attitudes towards corporate support were *positive*, with the exception of labour unions, whose attitudes were perceived to be *neutral*. These findings were not found in the literature.

The respondents in Alberta high schools reported that corporate support on average is *useful*. The respondents perceived that the influence that corporate support has on their high schools' decision making is between *somewhat influential* and *not at all influential*, with an average of *somewhat influential*. The overall impact of corporate support on education in the respondents' high schools was perceived to be *positive*, and the respondents indicated that corporate support is *necessary*. These findings were similar to those reported in the literature.

CHAPTER 7

BENEFITS AND DISADVANTAGES OF CORPORATE SUPPORT AND SUGGESTIONS FOR CHANGE

The purpose of this chapter is to present and discuss the findings of the qualitative component to the study—the analysis of the responses to open-ended questions in relation to research question 6, "What are the benefits and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?" This chapter consists of three sections, with the first section addressing the benefits of receiving business/corporate support, the second reporting the disadvantages of receiving business/corporate support, and the third presenting the suggested changes for corporate support in Alberta high schools. The chapter concludes with a summary of the findings associated with the sixth research question.

In interpreting the open-ended qualitative comments, as was mentioned in Chapter 3, the respondents' comments were organized and broken into manageable units. The comments were synthesized and subjected to analysis in order to identify common themes. Similar comments or themes were grouped into like categories.

The Benefits and Disadvantages of Receiving Corporate Support and Suggestions for Change

Research Question 6

Research question 6 asked, "What are the advantages and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?"

The Benefits of Receiving Corporate/Business Support

This section addresses the findings and presents a discussion of the respondents' comments on the benefits of having corporate/business support. Comments were provided by 144 of the 176 respondents, for a response rate of 82%. Many responses related to more than one comment theme, resulting in a total of 302 comments. When analyzed and aggregated, this resulted in 11 categories of benefits. The frequency of responses, as well as a percentage of total responses, is provided for each category based on the total number of responses in the study (176) and the rank order of the categories by the numbers of responses in each.

Findings. The 11 categories of perceived benefits of corporate support are identified in Table 7.1 and are discussed below in three groupings: those most frequently mentioned, with percentages above 20%; less frequently mentioned, with percentages between 10% and 20%; and least frequently mentioned, with percentages below 10%.

The first group of categories with the most frequently mentioned benefits of receiving corporate support is

- 35.8% Provides work experience and Registered Apprenticeship Program (RAP) for the students;
- 26.7% Provides awards, scholarships, and prizes; and
- 21.6% Provides extra funding to make up for funding shortfalls not covered by Alberta Learning through purchasing advertising space from the school.

Table 7.1

The Benefits of Receiving Corporate/Business Support

What are the most important benefits of receiving corporate/business support for your school?

Categories	F	%	Rank
Provides work experience and Registered Apprenticeship Program (RAP) training for the students	63	35.8%	1
Provides awards, scholarships, and prizes	47	26.7%	2
Supporting businesses purchase advertising space from the school and provide extra funding to make up for the funding shortfalls not covered by Alberta learning	38	21.6%	3
Business support benefits clubs, field trips, extracurricular activities, and special events	35	19.9%	4
Business support enhances program equipment, materials, and computers	30	17.0%	5
Promotes a sense of community and positive relationships between the school and community as a whole	24	13.6%	6
Supporting businesses provide: tutors, mentors, volunteers, and guest speakers	19	10.8%	7
Creates an awareness of the "real world" for the students	18	10.2%	8
Benefits the school's athletic programs	17	9.7%	9
Benefits the school's property, plant, building, and transportation	7	4.0%	10
Benefits the art, music, and drama programs	4	2.3%	11
Total	302	171.6%	

* Total exceeds 100% because many respondents provided more than one benefit

The largest percentage of responses, provided by over a third of the respondents (35.8%), indicated that the most important benefit of receiving corporate support for their high schools was from work experience and Registered Apprenticeship Program (RAP) training for the students that is provided by corporate supporters. A typical comment that reflected this benefit was, "The most important feature is the work experience program, the RAP program, and the CAP [Certified Apprenticeship Program] program." This respondent also included Certified Apprenticeship Program as an important benefit of receiving corporate support for the students.

Over a quarter of the respondents (26.7%) reported that a benefit of receiving corporate support was that it provided awards, scholarships, and prizes. As one respondent explained, corporate support "provides monetary recognition to academic rewards, service awards, and subject area awards." Another explained that the "recognition programs could not operate without the support." A third noted, "Most of the money coming from business is in the form of scholarships." As well, a fourth explained that a benefit of having received corporate support was that it "provides educational support for students to access postsecondary education."

Over a fifth of Alberta high schools (21.6%) reported that a benefit of receiving corporate support was that, by purchasing advertising space from their schools, supporting businesses provided extra funding to make up for the funding shortfalls not covered by Alberta's Department of Learning. A typical comment that reflected this benefit was simply "cash" or "dollars." One respondent explained that corporate support allowed their high schools to "purchase those items that are not covered by Alberta Learning." Similarly, another respondent noted that corporate support provided "dollars to support programming which is not funded by Alberta Learning."

The second group of categories with less frequently mentioned comments with percentages between 10% and 20% on the suggested benefits of receiving corporate support is

- 19.9% Benefits clubs, field trips, extracurricular activities, and special events
- 17.0% Enhances program equipment, materials, and computers
- 13.6% Promotes a sense of community and positive relationships between the school and the community as a whole

- 10.8% Provides tutors, mentors, volunteers, and guest speakers
- 10.2% Creates an awareness of the "real world" for the students

Almost one in five respondents (19.9%) explained that corporate support was an important benefit to their high schools' clubs, field trips, extracurricular activities, and special events. A typical comment that reflected this benefit was, "It allows us to provide support for activities and programs outside the basic program." Another respondent explained that a benefit of having received corporate support was, "It has certainly led to an improvement in the quality of the extracurricular programs."

Over a sixth of respondents (17.0%) reported that an important benefit of receiving corporate support was that it enhanced program equipment, materials, and computers. A typical comment that reflected this benefit was simply that it had "helped purchase wish-list extras." One respondent noted that corporate support allowed the school to "maintain good-quality equipment." Similarly, another wrote that corporate support had helped "update our computer system." A third explained, "The funds generated can go towards financing extras that enhance the programming we can offer."

Almost one in every seven Alberta high schools (13.6%) reported that an important benefit of receiving corporate support was that it promoted a sense of community and positive relationships between the school and the community as a whole. A typical comment that reflected this benefit was, "There is a clear sense of community and a feeling that what is done in the high school is a community issue." Similarly, another noted that corporate support "provides a sense of unity between school and community." The general sentiment expressed by the respondents was that corporate support provided an opportunity for schools and the community to work "together to provide what's best for our students."

Just over a tenth of the respondents (10.8%) explained that having tutors, mentors, volunteers, and guest speakers was an important benefit of receiving corporate support for their high schools. A typical comment that reflected this benefit was that corporate support "helps to have business experts speak to students—this assists with the bridge—school to work. When students hear a message (often one the teacher has given) from a corporate person it reinforces learning. Speakers were invaluable." Another respondent explained that the high school would like more of this type of support: "Would like more! We use agencies to work with our students to provide another level of expertise and hopefully connect youth to what's available in town." The general sentiment of the respondents was simply that "learning support and guest speakers can be very valuable."

Another tenth of respondents (10.2%) reported that an important benefit of receiving corporate support was it had created an awareness of the "real world" for the students. A typical comment that reflected this benefit was that corporate support "connects students and the school to the business world." Similarly, another respondent explained that corporate support "provides students with an awareness of the business community." A third respondent wrote that corporate support provided students with "learning experiences and opportunities, 'real world' information, and real life application of skills."

The third group of categories with the least frequently mentioned comments with percentages below 5% on the suggested benefits of receiving corporate support includes

- 9.7% Benefits the school's athletics programs
- 4.0% Benefits the school's property, plant, equipment, building, and transportation
- 2.3% Benefits the art, music, and drama programs

Nearly 1 in 10 Alberta high schools (9.7%) explained that corporate support had benefited their high schools' athletics programs. A typical comment that reflected this benefit was that corporate support "allows us to maintain good quality equipment in the area of physical education." Another respondent noted that corporate support "allows us to run certain programs such as sports that we otherwise might not be able to run."

One in 25 respondents (4.0%) claimed that the high school's property, plant, equipment, and transportation had benefited form corporate support. One respondent commented that corporate support had allowed the school to have "better facilities." Two respondents reported purchasing vehicles for their schools with corporate support. One of these wrote, "Transportation. We bought a van—nine-passenger—last year with funds from local Safeway and IGA."

Four comments (2.3% of respondents) reported that corporate support benefited the art, music, and drama departments in their schools. One respondent explained that corporate support allowed the high school to put on drama productions.

Discussion. Eight of the 11 categories of perceived benefits of corporate support as identified by the respondents in the current study were similar to those presented by Barlow (1995), Cunningham (1995), Dunning (1997-98), Farrell (1991), Hill (1996), Hoyt (1991), Kimberly (1995), MacDowell (1989), Marshall (1995), McKeown (1994), Rostami (1996), Walker (1996), and Wente (2000).

Work experience and Registered Apprenticeship Programs were identified as a benefit of having corporate support in the current study. Walker (1996) also found that work experience was an advantage of receiving corporate support. The respondents reported in the current study that awards, scholarships, and prizes were a benefit of receiving corporate support. Similarly, Hill (1996) and Walker reported that schools benefited from donated awards and prizes. Marshall (1995) explained that scholarships are the types of support that his business liked to provide.

It was reported by the respondents in the current study that a benefit of corporate support was having supporting businesses provide extra funding to make up for funding shortfalls not covered by the Department of Alberta

Learning. Barlow (1995) also noted that school boards were accepting corporate support to make up for funding shortfalls. It was found in the current study that business support benefits clubs, field trips, extracurricular activities, and special events. Cunningham (1995) also explained that schools were benefiting by using corporate support funding to provide extracurricular programs. Similarly, Walker (1996) and Wente (2000) found that corporate support was a benefit because it enabled the school to stage special events.

The current study found that business support enhances program equipment, materials, and computers. Farrell (1991) also contended that corporate support provided for the 'extras' that enhance programs, and McKeown (1994) reported that schools benefited from donations of equipment.

The respondents in the current study indicated that business support promotes a sense of community and positive relationships between the school and the community as a whole. McKeown (1994) also reported that schools benefited from the sense of community that came with businesses working with schools. The need for corporate support promoted the relationship between businesses and schools, and it was the catalyst for working in new ways. Similarly, Hoyt (1991) and Rostami (1996) noted that corporate support promoted goodwill in the community. They both explained that it was only as the positive relationship between the private sector and schools developed that the value and importance of their unique contributions to education was realized.

The current study found that supporting businesses provide tutors, mentors, volunteers, and guest speakers for high schools. MacDowell (1989) pointed out that corporate support was beneficial when business expertise was matched with subject areas. Similarly, McKeown (1994) noted that schools also benefit from donations of time.

It was reported in the current study that corporate support benefits high schools' athletic programs. Kimberly (1995) explained that high school athletic foundations saw corporate support as a benefit to schools because it made up for funding shortfalls in the respective sports programs. Dunning (1997-98) also reported that corporate support helped to fund viable athletic programs.

The remaining 3 of the 11 categories of perceived benefits of corporate support as identified by the respondents in the current study were not found in the literature. These benefits were as follows:

1. Business involvement with high schools creates an awareness of the "real world" for the students;
2. Business support improves the high schools property, plant, equipment, and transportation; and
3. Business support benefits the art, music, and drama programs.

The Disadvantages of Receiving Corporate/Business Support

To provide "the other side of the coin," this section presents the findings and discusses the respondents' answers on the disadvantages of having corporate/business support. Their explanations and comments were subjected to analysis in order to identify common themes. This resulted in nine such themes or categories, as presented in Table 7.2. Comments were provided by 123 of the 176 respondents, for a response rate of 70%. Many respondents provided comments that related to more than one of the nine themes, resulting in a total of 108 disadvantages. The frequency of responses, as well as a percentage of total responses, is provided for each category based on the total number of responses in the study (176) and the rank order of the categories by the numbers of responses in each.

Table 7.2

The Disadvantages of Receiving Corporate/Business Support

What are the disadvantages of receiving corporate/business support for your school?*

Categories	F	%	Rank
Corporate/business support that influences the school, has strings attached to the support, and/or is given to schools with certain conditions such as an exclusive contract with one business	34	19.4%	1
Corporate/business support is time consuming to initiate and implement, and takes time away from teaching	26	14.8%	2
Schools do not receive enough corporate support or education funding and corporate/business support lets the government off the hook of having to provide more funding	15	8.5%	3
Schools become dependent on corporate/business support and often feel beholden or indebted to the supporting businesses	12	6.8%	4
Different agendas and/or understandings between the supporting businesses and schools	8	4.5%	5
Corporate/business support that results in schools and students being a captive audience	5	2.8%	6
Corporate/business support that results in the over commercialization of schools	4	2.3%	7
Limited number of supporting businesses because of the school's location	2	1.1%	8
Approvals needed to have business/corporate support	2	1.1%	9
Total	108	61.3%**	

* In response to this item, 29% or 51 respondents indicated that there were no disadvantages to having corporate/business support.

** Although some respondents provided more than one disadvantage, many respondents did not provide any. Thus the total is less than 100%.

Findings. The nine categories of suggestions for improvement are discussed in two groupings: those more frequently mentioned, by between 10% and 20% of respondents; and those less frequently mentioned, with percentages below 10%.

The first group of categories with more frequently mentioned comments, and percentages between 10% and 20%, on the perceived disadvantages of receiving corporate support contains two of the nine categories as follows:

- 19.4% Corporate/business support that influences the school, has strings attached to the support, and/or is given to the school with certain conditions, such as an exclusive contract with one business
- 14.8% Corporate/business support is time consuming to initiate and implement, and it takes time away from teaching.

Almost one fifth of the respondents (19.4%) explained that a disadvantage of receiving corporate support was that support influenced the school, had strings attached, and was given with certain conditions, such as an exclusive contract with one business. A typical comment that reflected this disadvantage of receiving corporate support was "the potential for some level of interference in the education process." One respondent noted that "sometimes they try to attach strings." Similarly, another respondent explained, "If there are ties attached to the support we must be very careful as to the impact on students." Another respondent wrote that corporate supporters "feel as if they should have a say in how the school is managed." It was also explained by a respondent that a disadvantage of receiving corporate support was that it was sometimes provided with conditions and required exclusive contracts. Another comment that reflected this disadvantage was that it "can be restrictive." Similarly, one respondent explained that corporate support "limits us in some ways, e.g., being a 'Pepsi' school." Another noted, "If you have support from Coke or Pepsi they require a monopoly in return."

Just over one in seven respondents (14.8%) in Alberta high schools reported that a disadvantage of receiving corporate/business support was that it was time consuming to initiate and implement and, as is reflected in one comment, it "takes time away from teaching and learning." One respondent explained, "Teachers administrate these programs. This requires time and effort away from the classroom." Another respondent noted that a disadvantage was "the staff time spent in getting commitments for donations."

The second group of categories with the least frequently mentioned disadvantages of corporate support—all seven with percentages below 10%—are as follows:

- 8.5% Schools do not receive enough corporate support or education funding, and corporate/business support lets the government of the hook for having to provide more funding.
- 6.8% Schools become dependent on corporate/business support and often feel indebted to supporting businesses.
- 4.5% There are often different agendas and/or understandings between the supporting businesses and schools.
- 2.8% Corporate/business support can result in schools and students being captive audiences.
- 2.3% Corporate/business support can results in the over-commercialization of schools.
- 1.1% There may be a limited number of supporting businesses because of the school's location.
- 1.1% Approvals are needed to have business/corporate support.

Just over 1 in 12 respondents (8.5%) reported that a disadvantage of receiving corporate support was that their high schools did not receive enough corporate support or education funding and that corporate support lets the government off the hook for having to provide more funding. A typical comment that reflected this disadvantage was "the fact that we must seek corporate support speaks to the need for more money for education." One respondent explained, "We do not receive large financial donations." Another respondent noted that corporate support "lets Alberta government off the hook for their financial responsibilities." Similarly, a third explained, "It gives Ralph [Alberta's Premier Klein] and the province an excuse to limit funding to schools."

About 1 in 15 Alberta high schools (6.8%) reported that a disadvantage of receiving corporate support was becoming dependent on support and feeling beholden or indebted to the supporting businesses. Typical comments that reflected these disadvantages of receiving corporate support were "the sense of beholdenness" and "becoming dependent on it." As one respondent explained, "Our programs become dependent on their support." Another noted that the concern was "if the support stops—then what?"

Just under 1 in 20 respondents (4.5%) reported that a disadvantage of receiving corporate support was that the agendas or understandings between the supporting businesses and high schools can be different. One respondent explained that the disadvantage was the "difficulty of educating the business partner." Another respondent noted that the disadvantage was that there may be "different agendas and no knowledge of our instructional time constraints." Another respondent also wrote that it was difficult when supporting businesses do "not understand why we [high schools] can't use the 'really good' speakers they are bringing in."

Five comments (2.8%) made by the respondents explained that a disadvantage of receiving corporate support was that the support may result in schools and students being captive audiences. As well, another respondent wrote that a disadvantage of receiving corporate support was that "access to a 'captive audience' is a real concern."

Four comments (2.3%) were made by the respondents that reported that a disadvantage of receiving corporate support was that the support may result in over-commercialization of schools. As one respondent explained, there was "the negative spin of the community/parents on the commercialization of education" by accepting corporate support. Another respondent noted that a disadvantage of receiving corporate support was "the two-edged sword that indicates education is for sale." Similarly, another respondent wrote that "selling out to advertisers" was a disadvantage of receiving corporate support.

The remaining two categories identifying the disadvantages of receiving corporate support were having a limited number of supporting businesses because of the school's location and needing approvals from within the school district before accepting corporate support. These two categories each received two comments by the respondents (1.1% each). One respondent explained that there was "a very limited amount of support in the area," and another respondent reported that a disadvantage of receiving corporate support was having "all business support approved by the Board."

It is noteworthy that the one most often mentioned (by 29%, or 51 respondents) is not a disadvantage but a claim that there are "no disadvantages" of business support. Typical comments that reflected this sentiment were "none," "none so far," " nothing negative," and "no disadvantages." One respondent noted there were "none at this time. All our experiences have been positive."

Discussion. Six of the nine categories of perceived disadvantages of corporate support as identified by the respondents in the current study were similar to those presented by the ASCD (1989/90), Barrett (1995), Canadian Teachers Federation (2000), "Captive kids" (n.d.), Grange (1998), Knaus (2000), Levine (1986), Lewington (1998), Lozada (1999), MacPherson (1995), Molnar (1989-90), and Woodside (1984).

The respondents indicated in the current study that corporate/business support is time consuming to initiate and implement, and it takes away from teaching. Knaus (2000) and MacPherson (1995) also found that being involved in business support was very time consuming.

It was reported in the current study that a disadvantage of corporate/business support was that it may influence the school, may have conditions attached, and/or may be given to the school with certain expectations. The reporting in the literature also recognized that businesses could have an influence on schools. Molnar (1989-90) noted that, historically, businesses have always had an influence on schools. Grange (1998) discussed the possibility of influence through corporate sector curriculum development. Barrett (1995) reported that unions fear the corporate sector may have undue influence on students. However, the Canadian Teachers' Federation (2000) pointed out that children, families, and public education benefited when the private sector used its influence to promote economic and social conditions that fostered strong public institutions.

The respondents in the current study indicated that a disadvantage of receiving corporate support is that there are different agendas and/or understandings between the supporting businesses and schools. The ASCD (1989/90) recognized that schools and businesses often have different agendas and explained that involving business in education does not mean that the business agenda has to become the school's agenda. Lewington (1998) acknowledged that there are misunderstandings between businesses and schools but explained that there is much more understanding now concerning how schools and education can benefit from corporate support because there is no longer the misunderstanding of a decade ago. Lozada (1999) stated that understanding is a critical component of a successful school and business relationship.

It was reported in the current study that schools do not receive enough corporate support or education funding, and corporate/business support lets the government off the hook for having to provide more funding. This finding was supported by Woodside's (1984) claim that government has an obligation to provide the funding that schools need and that schools should not have to ask others for resources. Levine (1986) elaborated on this finding by pointing out that the corporate sector is a powerful lobby group for schools to get more government funding.

The findings in the current study that it is a disadvantage to have corporate support that results in schools and students being captive audiences or in the over-commercialization of schools was supported by "Captive kids" (n.d.). This report discussed the disturbing trend of using corporate support to turn students into a captive audience for commercial messages, often in exchange for some needed resource. The report suggested that the ever-growing presence of commercialism in all sectors of society puts pressure on teachers and administrators to accept advertising and promotional materials in schools.

The remaining three of the nine categories of perceived disadvantages of corporate support as identified by the respondents in the current study were not found in the literature. These disadvantages were as follows:

1. Schools become dependent on corporate/business support and often feel indebted to supporting businesses.
2. There are a limited number of supporting businesses because of the school's location.
3. Approvals have to be obtained in order to have business/corporate support.

Suggested Changes That Would Improve High Schools' Corporate/Business Support

This section addresses the findings and presents a discussion of the respondents' comments on the changes they have suggested to improve corporate/business support. Comments were provided by 110 of the 176 respondents, for a response rate of 63%. Many of the respondents provided comments that related to more than one theme, resulting in a total of 122 comments. When analysed and aggregated, this resulted in 11 categories of suggestions for improvement, as presented in Table 7.3. The frequency of responses, as well as a percentage of total responses, is provided for each category based on the total number of responses in the study (176) and the rank order of the categories by the numbers of responses in each.

Table 7.3

Suggested Changes for Improving High Schools' Corporate/Business Support

What changes would you suggest to improve your school's corporate/business support?*

Categories	f	%	Rank
High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and more public relations	27	15.3%	1
High schools need to get more business involved in providing support and scholarships	20	11.4%	2
High schools need a committee or dedicated person from the school to coordinate the school's business support	15	8.5%	3
Need more cooperative effort and/or mutual support between the high school and business supporter	14	8.0%	4
More time is needed to develop business support relationships	11	6.3%	5
More appreciation and thanks needs to be given to the business supporters	9	5.1%	6
Businesses should approach the school to offer support	7	4.0%	7
High schools need more government funding for education	7	4.0%	8
High schools need more work experience and Registered Apprenticeship Program (RAP) sponsors for their students	4	2.3%	9
Help rural and small town high schools get better access to businesses that are willing and able to provide support	4	2.3%	10
Fewer expectations on schools	4	2.3%	11
Total	122	69.5%**	

* In response to this item 14.2% or 25 respondents indicated that they would not make any changes because they were satisfied with their corporate/business support.

** Although some respondents provided more than one suggestion many respondents did not provide any. Thus the total is less than 100%.

Findings. The 11 categories of suggestions for improvement are discussed in two groupings: those more frequently mentioned by between 10% and 20% of respondents, and those less frequently mentioned, with percentages below 10%.

The first group of categories with the most frequently mentioned comments, with a percentage above 10%, on the suggested changes to improve corporate support are as follows:

- 15.3% High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and do more public relations.
- 11.4 % High schools need to get more businesses involved in providing support and scholarships.

The largest percentage of responses, provided by over a seventh of respondents (15.3%), suggested that improving their high schools' corporate support requires that the high schools do more publicity involving publicizing their schools' needs, being more visible in the community, promoting the advantages of businesses being involved with high schools, communicating with the community, and doing more public relations. Typical comments that reflected these sentiments were "increased communication," "better communication," and/or "better public relations." One respondent explained that there needed to be "more effort on the part of the school to obtain positive visibility." Similarly, another respondent wrote that the high school needed to make its "presence known to the businesses and our [the high school's] desire to make connections." A third respondent reported that the high school "could probably do a better job of communicating with [its] supporters." A fourth respondent noted that the high school needed to "create a higher level of awareness of the contributions and benefits of getting involved in one's local school."

Just over a ninth of Alberta high schools (11.4%) reported that a desired change for their schools' corporate support was to get more businesses involved in providing support and scholarships. Typical comments that reflected this desired change were "more support is needed," "include more businesses," and "create a large partnership." Similarly, one respondent explained that the high school needed to "look at getting more business involvement." Another noted that there needed to be "more attempts to convince business that helping schools is a good investment."

The second group of categories with less frequently mentioned comments with percentages below 10% on the suggested changes to improve corporate support includes

- 8.5% High schools need a committee or dedicated person from the school to coordinate the school's business support.
- 8.0% Need more cooperative effort and/or mutual support between the high school and business supporters.
- 6.3% More time is needed to develop business support relationships.
- 5.1% More appreciation and thanks needs to be given to the business supporters
- 4.0% Businesses should approach the school to offer support.
- 4.0% High schools need more government funding for education.
- 2.3% High schools need more work experience and Registered Apprenticeship Program (RAP) sponsors for their students.
- 2.3% Help rural and small town high schools get better access to businesses that are willing and able to provide support.
- 2.3% Need to place fewer expectations on schools.

More than 1 in 12 respondents (8.5%) suggested that a committee be struck or an individual in their school be identified to work solely on corporate support. A comment that reflected this recommended change was, "A staff person with time dedicated to the pursuit of business dollars would be helpful." One respondent suggested that high schools "hire a business manager who works to gain corporate support." Another respondent wrote that it "would be good to have a person responsible for all of the communication and solicitation that occurs during the course of one year."

Just over 1 in 12 Alberta high schools (8.5%) suggested that developing a more cooperative effort and/or mutual support between the high schools and supporting businesses would improve their high schools' corporate support. A typical comment that reflected this suggested change was, "There must be a partnership that is mutually beneficial! Both [high schools and supporting businesses] need to look at areas where we [high schools] can help each other and expand from there." In a similar vein, another respondent explained, "The enhancement and involvement of business in educational partnerships would be a beneficial support for the students. It takes a cooperative effort to educate children." A third respondent reported that the high school "must make its case to the local business community so that they appreciate what the school is doing, what it [high school] can offer the community and how they [supporting businesses] could be more supportive."

One sixteenth of respondents (6.3%) suggested that having more time to pursue corporate support would be a change that would improve corporate support. A typical comment that reflected this desired change was the need for "more time to develop relationships and nurture those that we [high schools] have." In a similar vein, a second respondent suggested needing "more time to network with the business community." A third wanted "more time to visit with business people re: perceptions/improvements/ideas and school/students." However, another respondent thought differently and explained, "I appreciate [receiving] learning materials and [receiving] genuine support from the community, but I do not have the time or energy to pursue 'donations.' I invest my energy in to my students."

One in 20 Alberta high schools (5.1%) reported that providing more appreciation and thanks to their business supporters would be a change that would improve their schools' corporate support. Typical comments that reflected this suggested change were the need for "better acknowledgement of the business' support of our school" and "increase recognition of businesses." One respondent wrote that there needed to be "more support from staff in recognizing the importance of corporate/business support." Another respondent wrote that "more public recognition of the business and school partnership program" was needed. A third suggested that the high school "should host appreciation luncheons with [for] our business sponsors."

Seven respondents' comments (4.0%) explained that having businesses approach the high schools and offering their support would be a change that would improve their high schools' corporate support. A comment that reflected this suggested change was the need for "more contact from business—we should not have to seek it out—business should come to the school!" Another respondent suggested that there needed to be a "greater willingness on the part of businesses to support the school." In a similar vein, a third respondent noted that "businesses should approach schools to indicate and plan means of support."

Another group of seven comments (4.0%) made by the respondents suggested that having more government funding for education would be a change that would improve their high schools' corporate support. One respondent wrote, "If the Alberta government would fund education sufficiently, schools would not be begging for dollars." Another respondent explained that high schools need the "government to provide adequate funding so we wouldn't have to be susceptible to corporate control." A third respondent noted that high schools would like to see more provincial money for school, so [that] not as much financial support is needed from businesses [and] our relationship with business would be more on an educational basis."

The remaining three categories of suggested changes for improving their high schools' corporate support involved, first, high schools needing more work experience and Registered Apprenticeship Program (RAP) sponsors for their students; second, help for rural and small town high schools to get better access to businesses that are willing and able to provide support; and, third, the need to decrease the expectations on schools. These three categories each received four comments by the respondents, and each represented 2.3% of the high schools in the study. One respondent explained that the high school needed "more work in the RAP and Tech Prep [Technical Preparation] programs." Similarly, another suggested that "more work experience for RAP students" would be a worthwhile change. With respect to the second-last category of suggestions, one respondent explained, "We are very limited because of our rural situation." Another respondent was in agreement, explaining that "we are a rural/farming/ranching bedroom community with few businesses to draw on or be connected to." A third respondent noted that changes to corporate support were few because "in a small rural town business opportunities/or changes are limited." In a similar vein, another respondent reported that the "small town is always being bled dry, [and it is] tough to do anything about this situation." With respect to the last category of suggested changes, a respondent suggested that "more money [and] fewer expectations [for the school]" would be changes that would improve the high school's corporate support.

It is noteworthy that of the most often mentioned comments (by 14.2% or 25 respondents) is not a suggested change to improve their schools' corporate or business support, but rather a claim that they are satisfied with their business support and that no changes would be made. A typical comment that reflected this position was simply "none." One respondent noted that they were "satisfied with the current arrangement." Similarly, another respondent explained, "At this point we are satisfied with the present situation." A third respondent reported that the "support is at a good level now."

Discussion. Six of the 11 categories of suggested changes recommended by the respondents in the current study were reflected in the works of Barfoot and Campbell (1995), Brown and Funk (1995), Farrell (1991), ASCD (1989/90), Knaus (2000), Hoyt (1991), Levine (1986), Lewington (1998), MacPherson (1995), McKeown (1994), O'Neill (1995), Raham (1998), and Woodside (1984).

The respondents in the current study reported that high schools need to get more businesses involved in providing support and scholarships. Similarly, Brown and Funk (1995), Farrell (1991), Knaus (2000) and Woodside (1984) reported that more businesses need to get involved in providing support to schools. As well, the finding in the current study that businesses should approach the school to offer support was also reported by the ASCD (1989/90), which suggested that the corporate sector should approach schools and willingly provide support.

The finding in the current study that a more cooperative effort and/or mutual support between the high school and business supporter are needed were also found in the reportings of Brown and Funk (1995), Hoyt (1991), Lewington (1998), McKeown (1994), and O'Neill (1995). They suggested that schools and the corporate sector need to create an atmosphere that promotes mutual support and cooperative efforts.

The current study found that more time is needed to develop business support relationships. Similarly, MacPherson (1995) explained that it takes a lot of time to develop a relationship between the supporting businesses and schools.

The respondents in the current study reported that high schools need more government funding for education. Levine (1986) and Woodside (1984) also suggested that the government needs to be lobbied to provide more education funding.

The respondents in the current study indicated that high schools need more work experience and Registered Apprenticeship Program (RAP) sponsors for their students. Similarly, Barfoot and Campbell (1995) proposed that more work experience support is needed for students.

The remaining five of the eleven categories of suggested changes recommended by the respondents in the current study were not found in the literature. These suggested changes were as follows:

1. High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and do more public relations.
2. High schools need a committee or dedicated person from the school to coordinate the school's business support.
3. More appreciation and thanks need to be given to the business supporters.
4. Rural and small-town high schools must be helped to get better access to businesses that are willing and able to provide support.
5. Fewer expectations must be placed on schools.

Summary

Research question 6 asked, "What are the advantages and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?" The respondents were asked what the most important benefits of receiving corporate/business support were for their high schools; they are as follows: It provides work experience and Registered Apprenticeship Program training for the students; it provides awards, scholarships, and prizes; supporting businesses purchase advertising space from the school and provide extra funding to make up for funding shortfalls not covered by the Alberta Department of Learning; business support benefits clubs, field trips, extracurricular activities, and special events; business support enhances program equipment, materials, and computers; business support promotes a sense of community and positive relationships between the school and the community as a whole; supporting businesses provide tutors, mentors, volunteers, and guest speakers for high schools; business involvement with high schools creates an awareness of the "real world" for the students; the high schools' athletics programs benefit as a result of business support; business support improves the high schools' property, plant, equipment, and transportation; and business support benefits the art, music, and drama programs.

Eight of these 11 categories of perceived benefits of corporate support as identified by the respondents in the current study were similar to those presented in the literature. The remaining three categories were not found in the literature; they are as follows: Business involvement with high schools creates an awareness of the "real world" for the students; business support improves the high school's property, plant, equipment, and transportation; and business support benefits the art, music, and drama programs.

The respondents were asked what the disadvantages of receiving corporate/business support are for their high schools. The disadvantages are as follows: Corporate/business support may influence the school, may have strings attached to the support, or may be given to the school with certain conditions such as an exclusive contract with one business; corporate/business support is time consuming to initiate and implement, and it takes away from teaching; schools do not receive enough corporate support or education funding, and corporate/business support lets the government off the hook for having to provide more funding; schools become dependent on corporate/business support and often feel indebted to supporting businesses; supporting businesses and schools may have different agendas and/or understandings; corporate/business support results in schools and students being captive audiences; corporate/business support results in the over-commercialization of schools; there are a limited number of supporting businesses because of the school's location; and approvals have to be obtained in order to have business/corporate support.

Six of the nine categories of perceived disadvantages of corporate support as identified by the respondents in the current study were similar to those presented in the literature. The remaining three categories were not found in the literature. They are as follows: Schools become dependent on corporate/business support and often feel indebted to supporting businesses; there are a limited number of supporting businesses because of the school's location; and approvals have to be obtained in order to have business/corporate support.

The respondents were also invited to suggest changes that would improve their high schools' corporate/business support. The suggested changes are as follows: High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and do more public relations; high schools need to get more businesses involved in providing support and scholarships; high schools need a committee or a dedicated person from the school to coordinate the school's business support; there needs to be more cooperative effort and/or mutual support between the high school and business supporter; more time is needed to develop business support relationships; more appreciation and thanks need to be given to the business supporters; businesses should approach the school to offer support; high schools need more government funding for education; high schools need more work-experience and Registered Apprenticeship Program sponsors for their students; rural schools need to be provided with better access to businesses that are willing and able to provide support; and expectations on schools should be decreased.

Six of the 11 categories of suggested changes recommended by the respondents in the current study were reflected in the literature. The remaining five categories were not found in the literature. They are as follows: High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and do more public relations; high schools need a committee or a dedicated person from the school to coordinate the school's business support; more appreciation and thanks need to be given to the business supporters; rural and small-town high schools need to be helped to get better access to businesses that are willing and able to provide support; and expectations on schools must be decreased.

CHAPTER 8

OVERVIEW, CONCLUSIONS AND IMPLICATIONS

An overview of the study on corporate support in Alberta high schools is presented in this chapter. The purpose of the study and the method used to collect the data for the study are reviewed. The findings presented in Chapters 4, 5, 6, and 7 are summarized; and conclusions based on these findings are offered. The chapter ends with a set of potential implications of the study and my reflection on the study.

Purpose of the Study

The purpose of this study was to examine corporate support in Alberta high schools in order to gain an understanding of how widespread corporate support is in Alberta high schools, to determine the amount and types of support that Alberta high schools are receiving, and to assess whether the corporate support is meeting the emerging needs of the recipient schools, as related to the six research questions that guided the study. These research questions were:

1. How active are Alberta high schools in seeking corporate support?
2. What types of corporate support are needed in Alberta high schools?
3. What types of corporate support are Alberta high schools receiving?
4. In what capacities is the corporate sector involved in providing support to Alberta high schools?
5. What is the general impact of corporate support on Alberta high schools and on the provision of education in those schools?
6. What are the advantages and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?

For this study corporate support involved corporate contributions and commercial support activities. Corporate contributions included donations made by businesses in the form of partnerships, donations of time, money, products, services, supplies, learning materials, equipment, and use of facilities. Commercial support activities refer to any profit-producing business activities in which a high school may be engaged in order to support the school and its programs.

Method

This study was largely of a quantitative nature based on fixed-item responses to a questionnaire that I developed. A qualitative component was added in the form of open-ended items that allowed respondents to comment in their own words. The questionnaire was pilot-tested in 10 Alberta high schools. Permission to distribute the final questionnaires to Alberta high schools was sought and received from 57 of the 62 superintendents of school districts and school divisions in Alberta. The split-half method of reliability was applied to four sections of the questionnaire, and the reliability coefficients obtained are as follows: .89, .78, .87, and .86. The questionnaire was distributed to 284 high schools in the province, and 176 useable questionnaires were completed and returned, for a response rate of 62%. The completed questionnaires were analyzed; the results are presented along with a discussion of these results in Chapters 4, 5, 6 and 7.

This study was limited by the following: the amount of time that the respondents had available to complete the questionnaire; the respondents' level of interest in completing the questionnaire; the respondents' personal experiences, positive or negative, with corporate support; the school's or district's attitude toward corporate support; a desire by the respondents to provide information that they felt would please their stakeholders, including parents, students, school administrators, school district/board, the community, or me; a desire by the respondent to promote his or her own desired perspective (agenda) towards corporate support rather than the actual; any events occurring around the school or within the school district at the time the questionnaire was administered that would have systematically changed the responses for the respondent; the willingness of the respondents to complete and return the questionnaire; the incomplete involvement of Alberta high schools, skewed to some degree towards rural high schools; the responses being the perspectives of a single "educator" per high school; and no involvement by students, parents, supporting businesses, or other constituents. The extent to which the results of the current study's findings can be generalized to other provinces or states is limited to those with economic and educational conditions similar to Alberta's.

Findings

Findings for Research Question 1

Research question 1 asked, "How active are Alberta high schools in seeking corporate support?"

1. Almost 98% of reporting high schools indicated that they were making use of corporate support, the majority of these to a *moderate* extent.

2. Alberta high schools are relying primarily on their own faculty, staff, and parents to identify specific businesses as potential sponsors.

3. Alberta high schools are also engaged to differing degrees in nine types of profit-producing commercial support activities to help them finance programs and services.

The literature indicated that corporate support is occurring in other parts of Canada and North America as a whole. However, the extent to which it is taking place in Alberta, as determined by the current study, contributes to the literature. The literature also reported that schools are mostly relying on faculty, staff, and parents to identify or target specific businesses as potential sponsors and that schools are involved in gaming activities and selling goods to support their programs and/or services. However, the current literature did not identify the extent to which this is being done in Alberta.

Findings for Research Question 2

Research question 2 asked, "What types of corporate support are needed in Alberta high schools?"

1. From a potential of 14 types of business support outlined in the questionnaire, Alberta high schools identified six as their *moderate* needs, as follows: awards and/or scholarships; career development, training, internships, and work experience; extracurricular activities/resources; donations of time through mentors, tutors, and guest speakers; cash/financial assistance (not specifically earmarked); and, non-cash prizes (for raffles, lotteries, auctions). The remaining 8 of the 14 types of business support are also needs that they have, but to only a *slight* extent.

2. Differences between the needs of rural and urban high schools were similar for 6 of the 14 types of support that are needed to a *moderate* extent and for six types of support that are needed to a *slight* extent. Alberta's urban high schools have a higher need than do rural high schools for computers and computer software, and rural high schools have a higher need than urban high schools for products and/or service (other than computers, prizes, or sports equipment/uniforms).

3. Alberta's academic, vocational, comprehensive, and outreach high schools all need two types of support to a *moderate* extent, including extracurricular activities/resources and donations of time through mentors, tutors, and guest speakers. All four types of high schools have the same four *slight* needs for products and/or service (other than computers, prizes, or sports equipment/uniforms); having others purchase advertising; learning materials; and business-developed course materials. Alberta's academic and vocational high schools have *large* needs for awards and scholarships, whereas comprehensive and outreach high schools have *moderate* needs for this type of support. Alberta's academic, vocational, and comprehensive high schools have *moderate* needs for extracurricular activities/resources, cash/financial assistance

(not specifically earmarked), and non-cash prizes (for raffles, lotteries, auctions); whereas outreach high schools have *slight* needs for these three types of support. Alberta's academic and vocational high schools have *moderate* needs for computers and computer software and sports equipment/uniforms, whereas comprehensive and outreach high schools have *slight to very slight* needs for these types of support. Alberta's vocational high schools have higher needs for use of business resources: equipment, facilities, expertise, cars/buses; and property, plant, or equipment improvements; whereas academic comprehensive and outreach high schools have only a *slight* need for these types of support.

4. Six of the 14 types of support that Alberta's high schools reported needing were identified in the literature as being needed by schools: awards and scholarships; career development, training internships, and work experience; mentors, tutors, classroom instructors, experts, volunteers, guest speakers, and worksite mentors; cash or financial assistance (not specifically earmarked); products and/or service (other than computers, prizes, or sports equipment/uniforms); and learning materials. There were also eight types of support listed in the questionnaire that are needed in Alberta's high schools and that were not reported in the literature: extracurricular activities/resources; non-cash prizes (for raffles, lotteries, auctions); computers and computer software; sports equipment/uniforms; use of business resources: equipment, facilities, expertise, cars/buses; purchase of advertising; property, plant, or equipment improvements; and business-developed course materials. The first two were in the *moderate* needs category and the remaining six in the *slight* needs category for Alberta high schools generally.

There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach high schools, or between urban and rural high schools and the extent of their corporate support needs.

Findings for Research Question 3

Research question 3 asked, "What types of support are Alberta high schools receiving?"

1. From a potential of 14 types of business support, Alberta high schools identified two types of support that they receive to a *moderate* extent, as follows: awards and/or scholarships; and career development, training, internships, and work experience. They receive 11 types of support to a *slight* extent and the remaining one to a *very slight* extent or *not at all*.

2. Alberta's urban and rural high schools receive very similar amounts of support. They both receive awards and/or scholarships; and career development, training, internships, and work experience to a *moderate* extent. Both urban and rural schools receive the remaining 12 types of support to a *slight* extent.

3. Alberta's academic, vocational, comprehensive, and outreach high schools all receive career development, training, internships, and work experience to a *moderate* extent. Awards and/or scholarships are received by vocational high schools to a *large* extent, to a *moderate* extent by academic and comprehensive high schools, and to a *slight* extent by outreach high schools. Extracurricular activities/resources are received to a *moderate* extent by vocational high schools and to a *slight* extent by academic, comprehensive, and outreach high schools. The remaining 11 types of support are received to a *slight or very slight* extent by academic, vocational, comprehensive, and outreach high schools.

4. Corporate support is primarily provided to Alberta high schools by small and medium-sized local businesses. National- and international-sized businesses provided *very slight or no* support to Alberta high schools.

5. The food and beverage industry was perceived as providing the greatest amount of support to a *moderate* extent, 14 industries provide support to a *slight* extent, and the remaining three provide *very slight* support or *none at all*.

6. Alberta high schools receive business support that is *not needed* to a *slight* extent or *not at all*.

7. Business/corporate supporters designate their support in the form of their time, money, product, service, or expertise to specific areas to only a *slight* extent. The majority of any such designated support is provided by corporate supporters in the form of time and money by being mentors, tutors, guest speakers, and/or coaches; providing work experience or off-campus Registered Apprenticeship Programs; and money, awards, or scholarships.

8. Businesses are willing to assist schools when they are asked by the schools for support.

9. The most business support is designated to the program area of vocational, career training, apprenticeships, work experience (other than computer and/or technological education, expertise) to a *moderate* extent; seven program areas receive designated support to a *slight* extent; and the remaining three areas receive designated support to a *very slight* extent or *not at all*.

10. Alberta high schools' needs for the 14 types of business support are greater than the business support that they receive and, in particular, for cash/financial assistance that is not specifically earmarked, computers and computer software, and extracurricular activities/resources.

11. Nine of the 20 types of businesses providing support to Alberta high schools were also reported in the literature to be providing support to high schools. They are as follows: food and beverage industry, service clubs, local retail, business associations, media industry, business associations, financial institutions, professional services, service businesses, and utility companies. The current study also identified 11 types of businesses that are providing support to Alberta's high schools to varying degrees that were not reported in the literature. These are as follows: foundations, natural resource industry, hospitality industry, community agencies, trade businesses, construction industry,

manufacturing industry, computer industry, telecommunications industry, transportation companies, and real estate industries.

The 14 types of support that Alberta's high schools receive from business supporters were also found in the literature to be received by schools. There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach, or between urban and rural high schools and the amount of support that they received. The findings related to the amount of support that Alberta high schools receive from small, medium, and large businesses were similar to those reported in the literature. There were no reportings in the literature of the extent to which national- or international-sized businesses provided support to high schools. The extent to which the 20 types of businesses provide support to high schools was not reported in the literature. The extent to which business support provided to high schools is *not needed* was not found in the literature. The extent to which businesses designate their support and explanations as to how business supporters designate their support were not found in the literature. The literature indicated that in the United States the most support was designated to academic areas. This was not found in the current study. As well, the literature made a case for designating corporate support towards staff development; however, in the current study 73% of the respondents indicated that businesses designate their support to "staff, teachers and/or administration development" to a *very slight* extent or *not at all*. The extent to which businesses specifically designate their support to the remaining eight program areas was not found in the literature.

Findings for Research Question 4

Research question 4 asked, "In what capacities is the corporate sector involved in providing support to Alberta high schools?"

1. Business-provided materials, products, or services were made available to students and staff because the school receives a commission or percentage of the sale to a *slight* extent. This support contributes to the school's commercial support activities.

2. Support is generally provided to high schools by businesses annually 45% of the time, and 20% of the time it is provided semi-annually, 11% of the time for a one-time donation, and less than 10% of the time monthly, weekly, or bimonthly.

3. Alberta high schools typically have 36 corporate supporters, with as few as one per school to as many as 300 corporate supporters in one school. On average, 4 developed into partnerships, with as few as none in some schools and as many as 50 partnerships in others.

4. High schools had on average 23 corporate volunteers, each of whom spent nine-and-a-half (9.55) hours volunteering their time at the high school per year. Here again, the range was great, from none to 200 volunteers per high school, some spending an hour at the school and others up to 192 hours per year.

5. The typical individual corporate supporter's annual donation was reported by the high schools to be $2,412.97 per year, with a range from 0 to $60,000.00 per year. The average annual value of a school's corporate contributions in the form of goods, equipment, products, and services, and the value of the time and expertise the school receives was $17,168.52 (range from 0 to $115,000.00 per year), and the value of commercial support activities after expenses was $25,146.81 (ranging from 0 to $180,000.00), for a combined support total of $42,315.33 per Alberta high school from these two sources. Alberta's business community is making a large contribution to Alberta's high schools,

and high schools themselves are contributing a very significant amount through their own profit-producing business activities.

6. Alberta's urban high schools reported receiving 64% more business support than did Alberta's rural high schools, with 44 and 28, respectively. Both urban and rural high schools have roughly the same number, 4, of business support relationships that develop into partnerships. Alberta's urban high schools have 65% more business volunteers than Alberta's rural high schools do, with 29 and 19, respectively. However, business volunteers spent 17% more time in Alberta's rural high schools (9.45 hrs) than in Alberta's urban high schools (7.89 hrs). The value of Alberta's urban high schools' average individual business donation ($4,593.54) was 88% more than that of Alberta's rural high schools ($567.72). As well, the total value of both business support ($23,048.39) and the revenues after expenses from commercial support activities ($35,460.32) for Alberta's urban high schools were 50% larger than that in rural high schools ($11,467.39 and $17,201.37, respectively). Overall, Alberta's urban high schools are earning and receiving more corporate support than are Alberta's rural high schools.

7. The study questionnaire on average was completed by 78 academic high schools, 7 vocational high schools, 39 comprehensive high schools, and 19 outreach high schools. Vocational high schools had on average seven respondents reporting, and Alberta's comprehensive high schools had the largest averaged number of corporate supporters with 54, followed by Alberta's vocational high schools with 35, academic high schools with 32, and outreach high schools with 18 corporate supporters. Alberta's vocational high schools have the greatest number of corporate support relationships, with 12 developing into partnerships, followed by Alberta's comprehensive high schools with 5, academic high schools with 4, and outreach high schools with 2. Alberta's vocational high schools also averaged the largest number of corporate volunteers with 29 per year, followed by Alberta's academic high schools with 26,

comprehensive high schools with 25, and outreach high schools with 11. Alberta's outreach high schools averaged the highest number of hours (23.95 hours) per corporate volunteer per year, followed by Alberta's vocational (21.17 hours), academic (9.02 hours), and comprehensive (3.58 hours) high schools. Alberta's comprehensive high schools receive the largest annual individual corporate contribution ($5,631.58), followed by Alberta's academic ($1,643.92), vocational ($737.50), and outreach ($690.78) high schools. Alberta's comprehensive high schools also have the largest total value corporate contribution ($33,688.24) of money, goods, equipment, products, services, and value of volunteer time, followed by Alberta's vocational ($27,000.00), academic ($12,684.06), and outreach ($5,385.29) high schools. However, Alberta's vocational high schools have the largest revenue after expenses from commercial support activities ($53,750.00), followed by Alberta's comprehensive ($39,108.11), academic ($24,380.00), and outreach ($2,233.33) high schools.

The literature did not address the extent to which schools are involved in commercial support activities. Similarly, the frequency with which supporting businesses provided their support was not found in the literature. There were no reportings in the literature distinguishing among the various types of high schools, including academic, vocational, comprehensive, and outreach or between urban and rural high schools and the number of business supporters they had or the amount of support that they had received.

Findings for Research Question 5

Research question 5 asked, "What is the general impact of corporate support on Alberta high schools and on the provision of education in those schools?"

1. Stakeholders are, in general, perceived to have a *positive* attitude toward businesses providing support to high schools, with the exception of labour unions, whose attitudes were perceived to be *neutral*.

2. Business supporters are perceived, in general, as *adequately* understanding the educational philosophy, objectives, and goals of the high schools.

3. High schools are on average *seldom* requested by business supporters to provide them with evidence of how their support was used.

4. Business supporters, in general, *seldom* request that the school provide them with evidence on how effective their support was.

5. On average Alberta high schools were *satisfied* with their current level of business support, but almost a third of respondents were *dissatisfied*.

6. Business support was perceived to be *useful* by most high school respondents.

7. Business support was seen to be between *somewhat influential* and *not at all influential* on high schools' decision making, but 1 in 11 respondents indicated that it was *influential* or *very influential*.

8. The overall impact of having business support in high schools was seen to be *positive* by two thirds of high schools and *neutral* or *negative* by over a quarter of these schools.

9. Business support was perceived to be *necessary* for high schools by a large majority of respondents.

Information on the extent to which business supporters understand the educational philosophy, objectives, and goals of high schools to which they are providing support; the extent to which business supporters request evidence of how their support was used and its effectiveness; the high schools' satisfaction level with their business support; and the respondents' perceptions of the various stakeholders' attitudes towards corporate support was not found in the literature. The findings of the current study addressing the extent to which business support is useful, the impact that business support has on high schools, and the extent to which business support is necessary for high schools were similar to those reported in the literature.

Findings for Research Question 6

Research question 6 asked, "What are the advantages and disadvantages of corporate support for high schools, and what changes would improve corporate support for these high schools?"

1. The benefits of receiving corporate/business support are as follows: it provides work experience and Registered Apprenticeship Program training for the students; it provides awards, scholarships, and prizes; supporting businesses purchase advertising space from the school and provide extra funding to make up for funding shortfalls not covered by the Alberta Department of Learning; business support benefits clubs, field trips, extracurricular activities, and special events; business support enhances program equipment, materials, and computers; business support promotes a sense of community and positive relationships between the school and the community as a whole; supporting businesses provide tutors, mentors, volunteers, and guest speakers for high schools; business involvement with high schools creates an awareness of the "real world" for the students; the high schools' athletics programs benefit as a result of business support; business support improves the high schools' property, plant, equipment, and transportation; and business support benefits the art, music, and drama programs.

2. Eight of these 11 categories of perceived benefits of corporate support as identified by the respondents in the current study were similar to those presented in the literature. The remaining three categories were not found in the literature; they are as follows: Business involvement with high schools creates an awareness of the "real world" for the students; business support improves the high school's property, plant, equipment, and transportation; and business support benefits the art, music, and drama programs.

3. The disadvantages of receiving corporate/business support for high schools are as follows: Corporate/business support may influence the school, may have strings attached to the support, or may be given to the school with

certain conditions such as an exclusive contract with one business; corporate/business support is time consuming to initiate and implement, and it takes away from teaching; schools do not receive enough corporate support or education funding, and corporate/business support lets the government off the hook for having to provide more funding; schools become dependent on corporate/business support and often feel indebted to supporting businesses; supporting businesses and schools may have different agendas and/or understandings; corporate/business support results in schools and students being captive audiences; corporate/business support results in the over-commercialization of schools; there are a limited number of supporting businesses because of the school's location; and approvals have to be obtained in order to have business/corporate support.

4. Six of the nine categories of perceived disadvantages of corporate support as identified by the respondents in the current study were similar to those presented in the literature. The remaining three categories were not found in the literature. They are as follows: schools become dependent on corporate/business support and often feel indebted to supporting businesses; there are a limited number of supporting businesses because of the school's location; and approvals have to be obtained in order to have business/corporate support.

5. The changes suggested by the respondents to improve high schools' corporate/business support are as follows: High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and do more public relations; high schools need to get more businesses involved in providing support and scholarships; high schools need a committee or a dedicated person from the school to coordinate the school's business support; there needs to be more cooperative effort and/or mutual support between the high school and business supporter; more time is needed to develop business support relationships; more

appreciation and thanks need to be given to the business supporters; businesses should approach the school to offer support; high schools need more government funding for education; high schools need more work-experience and Registered Apprenticeship Program sponsors for their students; rural schools need to be provided with better access to businesses that are willing and able to provide support; and expectations on schools should be decreased.

Six of the 11 categories of suggested changes recommended by the respondents in the current study are reflected in the literature. The remaining five categories were not found in the literature. They are as follows: High schools need to do more publicity: publicize needs, be more visible, promote the advantages of being involved, communicate with the community, and do more public relations; high schools need a committee or a dedicated person from the school to coordinate the school's business support; more appreciation and thanks need to be given to the business supporters; rural and small-town high schools need to be helped to get better access to businesses that are willing and able to provide support; and expectations on schools must be decreased.

Conclusions

The following conclusions are based on my interpretations of the findings associated with the fixed-response questionnaire items and from an analysis of the comments provided by the respondents in the open-ended qualitative part of the study. This information was provided typically by one administrator or teacher from each of the recipient Alberta high schools that participated in the study.

Based on the findings of this study, it is apparent that high schools in Alberta have in some measure turned to corporate support to make up for shortfalls that are not provided for by Alberta Learning. In recent years the provincial government has made the decision to reduce spending to balance its budget. These funding cuts have affected education. As the economic climate has improved, education has received increased provincial funding, but not to the levels that teachers and school boards deem necessary. The private sector has been called upon to contribute time, money, and goods to areas that the schools feels need support or to areas that the corporate supporter would like to designate support.

1. Schools should continue to pursue corporate support and other sources of support, including individuals, parents, and members of the community, because their donations of time, money, and goods are large and have the potential to make a significant contribution to the programs of the school and in turn to their students' education.

2. Corporate support has the potential to enhance a high school's resources, programs, and the overall experiences for students that would otherwise not be available. When corporate support is used, it should not be intended to provide for the essentials in schools, such as basic textbooks, desks for the classroom, teachers' salaries, or facility maintenance. Similarly, corporate support should not be used to let the government off the hook for having to provide more funding for those areas that schools and school boards deem essential. Corporate support should be used to provide for the "extras" and to enhance programs or services, and should not be the sole means of support. Schools can grow dependent on corporate support and may lose sight of the reality that it can be withdrawn at any point.

3. Schools are in need of support for work experience, internships, and/or or career development; mentors, tutors, expertise, volunteers, guest speakers, and worksite mentors; awards and scholarships; extracurricular activities; financial assistance for areas that they have not specifically earmarked; non-cash prizes for raffles, lotteries, and auctions; and technological equipment. These needs are required to make up for funding shortfalls or to provide for the "extras" that enhance students' learning experiences.

4. Schools need to decide for themselves whether or not they want corporate support and businesses being involved in their schools. By accepting corporate support, schools are providing an opportunity for the corporate sector to be involved in education. Business supporters can designate their support or offer their services to areas that they deem necessary or that suit their donations of time, money, or goods. Depending on need and on perspective, such earmarked corporate support can be viewed by the recipient high schools as an intrusion into their operations or as a refreshing addition to what they can offer their students.

5. There are benefits and disadvantages to high schools receiving corporate support. It is imperative that schools continue to protect students, as a captive audience, from being the victims of businesses whose primary interest is indoctrination (e.g., letting students think that they are not "cool" if they do not wear a certain brand of clothing), marketing products, or marketing services to them.

6. Corporate support was perceived by the high school respondents to be *useful*, even *necessary*; and its overall impact on high schools' operations was seen to be *positive*.

7. Corporate support involves a relationship between two or more parties that requires mutual cooperation; mutual understandings; shared philosophy, goals, and objectives; defined roles; trust; open communication; and appreciation.

8. An environment of mutual support and cooperation needs to be created so that businesses willingly approach schools with a desire to be involved. This can be accomplished by developing a corporate support program. In the current study corporate support was deemed to promote a sense of community and positive relationships between the school and the community as a whole, thus providing an environment of mutual support and cooperation.

9. There seems to be a need for high schools to improve communication with their broader community to promote a sense of community, to publicize their needs and their desires to have corporate supporters, to develop open communication that fosters mutual understanding, and to promote the advantages of businesses being involved in education. As well, in an effort to make the public aware of how active they are in seeking corporate support, schools need to disclose the value of their support and the advantages and disadvantages associated with this type of support. This would allow the public to evaluate for themselves whether or not education is underfunded, and if it is deemed to be, to determine what alternatives should be pursued to increase funding for schools.

10. Where corporate support is available and used, it should be mutually beneficial to all parties involved, including the students, the high school, and the corporate supporter. Support should not be accepted if it is not educationally sound and if it does not benefit the students' education, because the corporate sector, as some of the respondents from this study indicated and researchers in this field reported, is expecting to benefit from providing corporate support to high schools.

11. The current study identifies the need for a committee or individual who would oversee corporate support in the high school. This committee or individual would coordinate the corporate support and serve as a liaison between the corporate supporters and the school. The committee could be comprised of the school staff or faculty, students' parents, or members of the community at large who are willing to volunteer their time and share the coordination of the high school's corporate support program. Similarly, an individual from the aforementioned groups of people could choose to take on this position on their own. Ideally, this individual or committee should operate under guidelines that identify student interests and the protection of "precious learning time" as the primary basis for accepting or rejecting corporate support.

12. In calculating the total dollar value of contributions by the corporate sector, soft-dollar costs - the dollar value of the time that the corporate sector spends in their high schools or devotes to the high school, as in the cases of work-experience programs, mentors, tutors and guest speakers—should be taken into account.

Implications for Theory

The conceptual framework presented in Chapter 2 has served this study well. The corporate support framework was constructed following the review of the literature. It provided the necessary structure to present the literature on corporate support that facilitated understanding the concepts and the processes discussed in that body of literature. The conceptual framework provided the study with focus, it guided the development of the research questions, and it gave structure to a formulation of the questionnaire items. These items were developed based on the research questions and on the information that I believed was needed to develop an understanding of the corporate support taking place in Alberta high schools.

The questionnaire items were then placed in the framework to make certain they were appropriate, to determine their position in the questionnaire, and to provide a visual diagram of how each item fit with the study's research questions. Following data analysis, the framework was used to assess and report the findings from the questionnaire and to analyse and present the conclusions. Finally, the corporate support framework served as a guide or assessment tool to evaluate corporate support and to show in pictorial form where each component is located in the framework.

Based on the findings and conclusions in the current study, the original framework was revised to accommodate ideas that were identified in the initial literature review. A revised framework appears in Figure 8.1. Four components were added to the framework, the "Linkage" category was renamed and

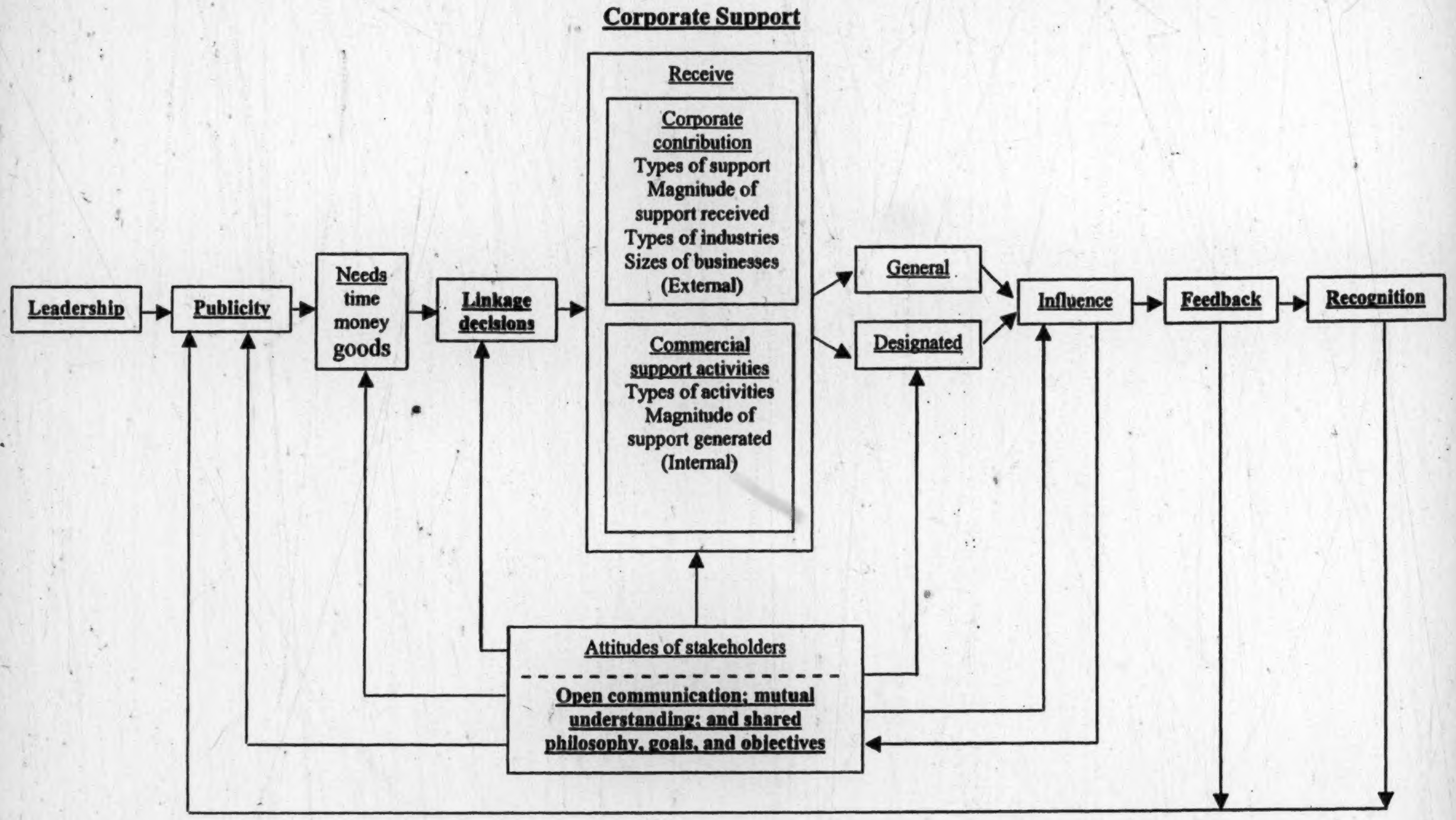
Corporate Support
Leadership
Publicity
Needs
time
money
goods
Linkage decisions
Receive
Corporate contribution
Types of support
Magnitude of support received
Types of industries
Sizes of businesses
(External)
Commercial support activities
Types of activities
Magnitude of support generated
(Internal)
General
Designated
Influence
Feedback
Recognition
Attitudes of stakeholders
Open communication; mutual understanding; and shared philosophy, goals, and objectives

Figure 8.1. Revised conceptual framework for corporate support in high schools.

expanded into a category, and additions were made to the "Philosophy, Goals, and Objectives" part of component six. The first two new components, "Leadership" and "Publicity," precede component one, "Needs," and are followed by "Linkage Decisions" as a full category; and the remaining two new components, "Feedback" and "Recognition," follow component five, "Influence."

The first new component, **Leadership,** identifies the need for a committee or individual to oversee corporate support in the high school. This change, suggested in the current study, would improve high schools' corporate support reported programs. This committee or individual would coordinate the corporate support and serve as liaison between the corporate supporters and the school. The committee could be comprised of the school staff or faculty, students' parents, or members of the community at large willing to volunteer their time and share the coordination of the high school's corporate support program. Similarly, an individual from the aforementioned groups of people could take on this leadership role. Managing corporate support would be considered an activity like any other extracurricular activity for which faculty and staff volunteer to be responsible within the school setting. Alternatively, a school may choose to hire an individual to fulfill this leadership role and finance the position through corporate support proceeds.

The second new component, **Publicity,** identifies the need for high schools to communicate with their broader community through announcements in the local newspapers, community newsletters, flyers delivered to homes in the community, notices posted on community bulletin boards, signage outside the high school, and free public-service announcements on radio and/or television. This was also a change suggested in the current study as a means to improve high schools' corporate support. Publicity would (a) improve the high school's visibility in the community, (b) promote a sense of community, (c) highlight the high school's activities, (d) promote the advantages of corporate support and ways in which the community can be involved with the high school, and (e) serve to disseminate the high school's needs.

The "Needs" component remains the same; this category served the current study well and reflects the needs of high schools. Following "Needs" is **Linkage Decisions**, which should be expanded into a full category because its importance was realized in the current study. "Linkage Decisions" identifies (a) the degree to which the school has chosen to actively seek corporate contributions; (b) the location of the high school, either urban or rural, and the challenges of limited access to businesses that are willing and able to provide support in rural areas; (c) how high schools target potential business supporters; (d) the types of businesses that high schools choose to target; (e) the necessity of time to establish and maintain corporate relationships; and (f) the degree to which the school engages in commercial profit-producing activities.

The categories of "Receive," "General," and "Designated" support, and "Influence" should be retained in the framework. "Receive" provides insight into what types of support a school actually receives and consists of two subsets. "Corporate Contributions" identifies the types of support made by businesses, operating externally from the school, in the form of goods, money, and or time. This subset also identifies the types of industries providing corporate support, the sizes of the businesses involved in providing corporate support, and the magnitude of the support. The second subset of the "Receive" component is "Commercial Support Activities," which identifies any internal profit-producing business activities in which a high school may engage to support its school and programs. This subset identifies the types of activities in which the school is involved and the magnitude of support that it is generating. "General" and "Designated" identify how the support is given. Corporate support can be given as designated (earmarked) support or as nondesignated (general) support. Designated support refers to how corporate supporters would like their time, money, product, service, or expertise used. Nondesignated support leaves up to the school the decision about where support is to be used. Designated support can be allocated to areas that the school indicates do not need support or to areas needing support. All nondesignated support would presumably go to those areas needing support. "Influence" identifies possible influences of corporate support on high schools. This component of the framework identifies what influence corporate support and involvement have on students, the school, and education generally.

Following "Influence" is the third new category of **Feedback.** This component of the framework identifies the need for high schools to provide feedback to the corporate supporters relating to (a) how the high school used the corporate support, (b) how effective the corporate support was for the students and the high school's programs, (c) the impact that the corporate support had on the students and the high school's programs, and (d) how the high school would benefit from continuing the corporate support. This relates to a finding in the current study that indicated that "feedback" is *seldom* requested by the corporate supporters, but the literature reported that feedback is desirable.

The fourth new category of **Recognition** identifies the need for high schools to recognize their corporate supporters for their contributions to schools. This recognition should publicize (a) who their corporate supporters are, (b) the types of support they provide, and (c) the value of the support received. High schools also need to provide personal recognition to the corporate supporter for the support provided. This suggested change would improve high schools' corporate support as reported in the current study.

The "Attitudes of Various Stakeholders" located in the box below and connected to the original framework components remains the same; it identifies the respondents' perceptions of the attitudes various stakeholders have towards corporate support. Stakeholders' attitudes have an impact on the other components in the framework. "Philosophy, Goals, and Objectives" also requires some changes that would improve high schools' corporate support as reported in the current study. This part of the framework should include **Open Communication; Mutual Understanding;** and **Shared Philosophy, Goals, and Objectives** and is separated from "Attitudes of Various Stakeholders" by a broken line. The placement of this component along with the arrows is meant to reflect in pictorial form that this component of the conceptual framework is separate from, but also has an effect on, the other components of the framework.

Implications for Practice

Based on the findings and conclusions of this study, the following potential implications are put forward for consideration:

Possible Implications for Education Generally

1. The newly revised framework should be useful as an assessment tool to assist schools and districts to evaluate their corporate support or lack there of. Furthermore, it has utility as a "conceptual map" of the process for those who are just developing their corporate support programs.

2. Schools that make use of corporate support must continue to be selective about the support they accept in order to prevent undue influences and support that is not educationally sound. Schools need to consider on an individual basis whether accepting the corporate support is in the students' best interests, whether it benefits the students' education program, or whether accepting the corporate support can cause the students any harm or place them in any danger. Guidelines such as those developed by "The Milwaukee Conference on Corporate Involvement in Schools" (as cited in Lozada, 1999), Pipho (1997), and Walker (1996) should be considered by schools and school districts. Examples of these guidelines include the following: (a) Corporate support must meet an identified need; (b) Will it lessen inequities in education or aggravate them? and (c) Will any or have any students been particularly disadvantaged with or without the support?

3. In the effort to improve communication with the broader community, schools can use announcements in the local newspapers, community newsletters, flyers delivered to homes in the community, notices posted on community bulletin boards, signage outside the high school, and free public-service announcements on radio and/or television.

4. If schools are receiving corporate support, they should provide feedback to the corporate supporters on how the support was used, how effective it was, and its impact on the students' education and the high school's programs. This would serve to acknowledge how corporate support contributes to the students' education and how the high school would continue to benefit from the corporate support.

5. High schools need to publicly recognize their corporate supporters for their contributions. This recognition could come through publicizing who the corporate supporters are, the types of support that they provide, and the value of the support received. As well, personal recognition should be accorded to the corporate supporter for the support provided. This was a change suggested in the current study.

6. The corporate sector will expect some form of return for providing corporate support to schools. This may be in the form of free advertising, public recognition, testimonials, public relations, improving the corporate image, market testing, exclusive use of products or services, a tax receipt, or better prepared students entering the workforce. Thus schools who accept support must be prepared to provide the desired returns to the corporate supporters.

7. Managing corporate support could be considered an activity like any other extracurricular activity for which faculty and staff volunteer to be responsible within the school setting. As an alternative, a school may choose to hire an individual to fulfill this leadership role and finance the position through corporate support proceeds.

8. Schools should take into account the value of soft-dollar costs—that is, the dollar value of the time that the corporate sector spends in the high school or devotes to the high school—of contributions made by the corporate sector. Schools need to recognize that the corporate sector places a value on its time and assumes these costs as an associated expense of providing support to schools.

Possible Implications for the Corporate Sector

1. Based on the findings of the current study and of earlier studies, the corporate sector should continue to provide support to Alberta high schools because it enhances and contributes to the students' learning and their overall educational experience.

2. The corporate sector should continue to support schools by providing the students with exposure to new and possibly different perspectives on education and career possibilities. Thus, students will be made aware of opportunities they might not otherwise have known exist or how to obtain these positions. As well, the corporate supporters should continue to provide guest speakers, mentors, Registered Apprenticeship Programs, and work-experience programs because this support is so valuable. These contributions provide an awareness of the "real world," education options, the skills and education requirements needed for the diversity of careers, and the employment options that are available.

3. The corporate sector should provide support to schools that will be mutually beneficial to themselves, the students, and the school. For example, corporate support provides the students with access to work places, it helps students build skills, it makes school subjects more relevant, and it opens new career paths for the students, while helping to fill some of the labour shortages in the business sector.

4. Corporate supporters should continue to provide work experience, career training, and apprenticeships for high school students desiring vocational

training because it is very difficult or impossible for schools to simulate these experiences. Most schools do not have the facilities, resources, and expertises necessary to provide the educational benefits and learning opportunities derived from student involvement in these corporate-provided programs and experiences.

5. Individual businesses should assess their areas of expertise, products, or services and determine whether there is potential to share them with schools. If so, each firm should readily offer its support to schools or be willing to provide support if asked to do so. There are many benefits to providing support to schools including the aforementioned returns that can be expected by businesses.

6. Based on the findings of the current study, the corporate sector needs to be involved in an open and ongoing dialogue that promotes mutual understandings and shared philosophies, objectives, and goals. The corporate support coordinator or committee would be in the best position to be the liaison between the corporate supporter and the school. This will help to ensure that the support provided is educationally valid and is allocated appropriately, the corporate supporters' expectations are met, and the students' and school's needs are satisfied.

Recommendations for Further Research

The following recommendations are offered for further research:

1. Replication of this study at the elementary and junior high levels in Alberta is recommended to determine the degree of corporate involvement and contributions by individuals (donations, parent volunteers, use of family automobiles for field trips, etc.) at each of these levels and the extent of their current reliance on such support. Elementary schools, junior high schools and senior high schools may be different because each of these types of schools caters to different ages of students and offers different types of programs, courses, and extracurricular activities. Therefore, it is presumed that the needs of elementary

and junior high schools and the support that they receive would be quite different from those reported in the current study on Alberta high schools.

2. In contrast to the current survey of Alberta high schools, a case study of a single high school that is very actively involved in corporate support is recommended. This would develop a better understanding of how the eight components of corporate support (Figure 8.1), as identified in the current study, are handled at the school level.

3. It is recommended that a study be designed to examine the corporate sectors' perspectives on providing support to K to 12 education. The current study collected information only from the recipients of corporate support; namely, Alberta high schools. The corporate supporters' perspective would provide a more complete understanding of business and education relationships—actual and potential.

4. Also recommended is a comparative study of two relatively similar schools, one with corporate support and the other without such support, in order to determine the differences in operations and outcomes.

Reflections

Education is in many ways no different from any other type of organization, including public or private business, government, families, churches, recreational groups, and nonprofit societies, to name a few. All organizations require financing and sound management. The financing of an organization is one of the most fundamental and challenging aspects of operating the organization, and managing the funds and resources is critical to its success. Financial management requires that monies be allocated in the most effective and efficient way to ensure that the resources are in place to meet the goals and objectives of the organization.

All organizations are faced with increasing costs of labour, materials, utilities, infrastructure development, the provision and maintenance of new facilities or dwellings, and the high costs associated with maintaining older facilities or dwellings. Some organizations have experienced increased revenues, increases in their budgets, or one-time grants or special bonuses. In contrast, most organizations are currently encountering decreasing revenues, no bonuses or special grants, and reduced budgets. The difficulty for organizations is that their administrations are forced to operate within a balanced budget, and they are faced with the challenges of setting priorities and making choices as to how their limited resources will be best allocated. In most cases organizations are making do with less, as are educational organizations. To compensate for this realty, many high schools have turned to the corporate sector to make up for their funding shortfalls.

It was important for me to be aware of the types of support Alberta high schools need, to understand their extra sources of revenue—actual and potential—and their value. I was also interested in learning about the advantages, disadvantages, and impact of corporate support on high schools. This prompted my research into corporate contributions to Alberta high schools and into the profit-producing commercial-support activities in which these schools are engaged. Although the study was not designed to explore the philosophical question of corporate support in Alberta's high schools, it did indirectly raise this question.

In the process of undertaking the study, some of my hunches were confirmed. For example, corporate support is occurring in most Alberta high schools; they are receiving corporate contributions. As well, many high schools are engaged in profit-producing commercial activities to support their programs and activities. This study confirmed for me that corporate support is perceived by the majority of the respondents to be useful, even necessary, and that its overall impact on these high schools is seen to be *positive*. However, these perceptions leave unanswered the question, Should public education rely on private sector support and influence?

There were also some surprises in conducting the current study. Among them were the following: (a) that the types of support that Alberta high schools reported needing were for the "extras" not covered by their high school budgets or by the Alberta Department of Learning; (b) that there are many types of businesses and industries that are providing *very slight* support to *none at all* to high schools; (c) that research conducted in schools is sometimes considered by schools to be time consuming, an intrusion, not valuable, and, generally speaking, a burden even though schools know it is for their benefit; and (d) that a study like this is very time consuming, requires expertise, and is expensive to conduct; and that these constraints limit the ability of schools and districts to conduct studies themselves.

In hindsight, I would do this study in much the same way. I believe that using both quantitative and qualitative research techniques in the study was very effective. The quantitative component of the study, using fixed-item responses in a questionnaire, was a very efficient means of acquiring baseline data on the corporate support that is taking place in high schools throughout Alberta. The use of qualitative research, through the open-ended items in the questionnaire, provided depth, added richness, and brought the whole study to life.

There is clearly a need for increased collaboration between education and the corporate sector, but great care must be exercised in drawing the line between collaboration and cooptation. Each partner must respect the integrity of the other without intruding into or disrupting respective professional endeavours.

In conclusion, Alberta high schools and the corporate sector should continue to pursue and develop positive corporate support relationships because they create an atmosphere of mutual support and cooperation, and promote a sense of community. In many ways either the various types of corporate support received by high schools cannot be provided by the schools themselves or the resources, facilities, or experiences provided in the business setting cannot be duplicated in the schools' settings. As a result, schools benefit from corporate support. Corporate support is enhancing and contributing to the students' learning and their overall educational experience.

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APPENDIX A

QUESTIONNAIRE AND ACCOMPANYING COVER LETTER

Appendix A

Questionnaire and Accompanying Cover Letter

Business Support For Alberta High Schools

James Morrisroe, Ph.D. Student

DIRECTIONS:

I would sincerely appreciate your help in completing this "business support" survey for your high school. It should take approximately 15 minutes to complete. Simply read each question and answer it, as it applies to your school.

Please indicate your answer by darkening the appropriate bubble. Please answer all questions on every page. If some questions do not apply to your situation, please indicate N/A for "not applicable."

I would sincerely appreciate it if you could return your completed questionnaire by May 4, 2001.

If you have any questions, please call 1-403-.

Darken the most appropriate answer (bubble) on the scale

	Large	Moderate	Slight	Not at all	N/A
1. To what extent does your high school make use of business support?	○	○	○	○	○

2. To what extent does your school use the following to identify or target a specific business as a potential sponsor?

	Large	Moderate	Slight	Not at all	N/A
Rely on a specific fund raising effort, funding request, or capital project	○	○	○	○	○
Rely on local networks (e.g. Lions Club, Chamber of Commerce, etc.)	○	○	○	○	○
Rely on local advertising and or direct mailings	○	○	○	○	○
Rely on school district/division co-ordinator	○	○	○	○	○
Rely on school co-ordinator/business manager	○	○	○	○	○
Rely on staff, teacher, and/or school's administration	○	○	○	○	○
Rely on parent connections	○	○	○	○	○
Rely on student connections	○	○	○	○	○
Businesses approach your school	○	○	○	○	○

3. In which of the following commercial activities is your high school involved to support its programs and/or services?

Please darken all that apply

- Automotive Service ○
- Beauty Culture / Salon ○
- Cafeteria ○
- Concerts/performances at which admission is charged ○
- Leasing/rental (e.g., school gymnasium, theatre, classrooms, industrial art facilities, cafeteria) ○
- Marketing products in the community (e.g., mugs, T-shirts, chocolates, catalogue sales) ○
- School auctions, lotteries, raffles, bingos, casinos ○
- Selling goods in the school (e.g., school store) ○
- Selling advertising in: gymnasium, hallways, library, billboards, school newspaper, yearbook; or on uniforms, etc. ○

Please continue on the next page

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4. To what extent does your school need the following types of business support?

	Large	Moderate	Slight	Not at all	N/A
Awards/scholarships	○	○	○	○	○
Business developed course materials	○	○	○	○	○
Career development, training, internships, work experience	○	○	○	○	○
Cash/financial assistance (not specifically earmarked)	○	○	○	○	○
Computers, computer software	○	○	○	○	○
Extra-curricular activities/resources	○	○	○	○	○
Learning materials	○	○	○	○	○
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, work site mentors	○	○	○	○	○
Non-cash prizes (for raffles, lotteries, auctions)	○	○	○	○	○
Products and/or service (other than computers, prizes or sports equipment/uniforms)	○	○	○	○	○
Property, plant and/or equipment improvements	○	○	○	○	○
Purchase of advertising	○	○	○	○	○
Sports equipment/uniforms	○	○	○	○	○
Use of business: equipment, facilities, expertise, cars/buses	○	○	○	○	○
Other (PLEASE SPECIFY): ____________	○	○	○	○	○

5. To what extent does your school receive the following types of business support?

	Large	Moderate	Slight	Not at all	N/A
Awards/scholarships	○	○	○	○	○
Business developed course materials	○	○	○	○	○
Career development, training, internships, work experience	○	○	○	○	○
Cash/financial assistance (not specifically earmarked)	○	○	○	○	○
Computers, computer software	○	○	○	○	○
Extra-curricular activities/resources	○	○	○	○	○
Learning materials	○	○	○	○	○
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, work site mentors	○	○	○	○	○
Non-cash prizes (for raffles, lotteries, auctions)	○	○	○	○	○
Products and/or service (other than computers, prizes or sports equipment/uniforms)	○	○	○	○	○
Property, plant and/or equipment improvements	○	○	○	○	○
Purchase of advertising	○	○	○	○	○
Sports equipment/uniforms	○	○	○	○	○
Use of business: equipment, facilities, expertise, cars/buses	○	○	○	○	○
Other (PLEASE SPECIFY): ____________	○	○	○	○	○

6. To what extent does your school still need the following types of business support?

	Large	Moderate	Slight	Not at all	N/A
Awards/scholarships	○	○	○	○	○
Business developed course materials	○	○	○	○	○
Career development, training, internships, work experience	○	○	○	○	○
Cash/financial assistance (not specifically earmarked)	○	○	○	○	○
Computers, computer software	○	○	○	○	○
Extra-curricular activities/resources	○	○	○	○	○
Learning materials	○	○	○	○	○
Mentoring, tutoring, classroom instruction, expertise, volunteers, guest speakers, work site mentors	○	○	○	○	○
Non-cash prizes (for raffles, lotteries, auctions)	○	○	○	○	○
Products and/or service (other than computers, prizes or sports equipment/uniforms)	○	○	○	○	○
Property, plant and/or equipment improvements	○	○	○	○	○
Purchase of advertising	○	○	○	○	○
Sports equipment/uniforms	○	○	○	○	○
Use of business: equipment, facilities, expertise, cars/buses	○	○	○	○	○
Other (PLEASE SPECIFY): ____________	○	○	○	○	○

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	Large	Moderate	Slight	Not at all	N/A
7. To what extent do business supporters provide materials, products, or services that are not needed?	○	○	○	○	○

	Large	Moderate	Slight	Not at all	N/A
8. To what extent do your business supporters designate their time, money, product, service, or expertise?	○	○	○	○	○

Please explain: ______________________________

____

9. To what extent do businesses specifically designate support to the following program areas?

	Large	Moderate	Slight	Not at all	N/A
Academic programs (other than curriculum development)	○	○	○	○	○
Art, drama, music/band (other than curriculum development)	○	○	○	○	○
Computer and/or technological education (other than curriculum development)	○	○	○	○	○
Curriculum development	○	○	○	○	○
Field trips	○	○	○	○	○
Library resources	○	○	○	○	○
School facilities (e.g., property, plant, and/or equipment)	○	○	○	○	○
Sports and/or travel expenses	○	○	○	○	○
Staff, teachers, and/or administration development	○	○	○	○	○
Student groups and their activities	○	○	○	○	○
Vocational, career training, apprenticeships, work experience (other than computer and/or technological education)	○	○	○	○	○
Other (PLEASE SPECIFY) ____________________	○	○	○	○	○

	Large	Moderate	Slight	Not at all	N/A
10. To what extent are business provided materials products, or services made available to students/staff because the school receives a commission or,percentage of the sales? (e.g., Coke, Pepsi, vending machines)	○	○	○	○	○

11. To what extent does your school benefit from funds, materials, products, services, or work experience sites provided by each of the following types of businesses?

	Large	Moderate	Slight	Not at all	N/A
Small local businesses	○	○	○	○	○
Medium local businesses	○	○	○	○	○
Large local businesses	○	○	○	○	○
Provincial businesses	○	○	○	○	○
National businesses	○	○	○	○	○
International businesses	○	○	○	○	○

12. To what extent does your school benefit from each of the following business supporters?

	Large	Moderate	Slight	Not at all	N/A
Business Associations (e.g., Board of Trade, Chamber of Commerce)	○	○	○	○	○
Community Agencies (e.g., Handibus, Food Bank)	○	○	○	○	○
Computer Industry	○	○	○	○	○
Construction Industry (e.g., home builders, road builders)	○	○	○	○	○
Financial Institutions (e.g., banks, stockbrokers, insurance companies)	○	○	○	○	○
Food and Beverage Industry (e.g., Coke, Pepsi. Old Dutch, McGavins)	○	○	○	○	○
Foundations (e.g., Alberta Mentor Foundation, Kiwanis, Lottery Board)	○	○	○	○	○
Hospitality Industry (e.g., hotels, restaurants)	○	○	○	○	○
Real Estate Industries	○	○	○	○	○
Local Retail (e.g., grocery, drug stores, clothing, hardware)	○	○	○	○	○
Manufacturing Industry	○	○	○	○	○
Media Industry (e.g., newspaper, radio, television)	○	○	○	○	○
Natural Resource Industry (e.g., oil & gas companies, lumber)	○	○	○	○	○

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12. *Continued...*

	Large	Moderate	Slight	Not at all	N/A
Professional Services (e.g., law, accounting, engineering)	○	○	○	○	○
Service Business (e.g., dry cleaners, carpet cleaning)	○	○	○	○	○
Service Clubs (e.g., Lions, Kinsmen, Rotarians)	○	○	○	○	○
Trade Business (e.g., plumbing, electricians)	○	○	○	○	○
Tele-communications Industry (e.g., telephone)	○	○	○	○	○
Transportation Companies (e.g., trucking, taxi, courier, Brewster, Cardinal, car rental)	○	○	○	○	○
Utility Companies (e.g., gas, electric, ATCO, EPCOR, Northwest Utilities)	○	○	○	○	○

13. To what extent do your business supporters understand the educational philosophy, objectives, and goals of your high school?

Very well	Well	Adequately	Slightly	Not at all
○	○	○	○	○

14. Approximate number of supporting businesses? (including those that provide registered apprenticeship, work experience, and job shadowing sites)? .... Specify the number of business organizations: ____________

15. Approximately how many of these business support relationships have developed into partnerships? .... Specify the number of partnerships, if any, with businesses or firms: ____________

16. What is the average frequency of support per business supporter? (Darken 1 bubble only)

Darken 1 bubble only

- One time .... ○
- Annually .... ○
- Semi-annually .... ○
- Bi-monthly .... ○
- Monthly .... ○
- Weekly .... ○

17. How many business volunteers does your school typically have per year? (e.g., mentors, tutors, experts, instructors, journey men, work site mentors, volunteers, guest speakers) .... Specify the number of volunteers: ____________

18. What is the average number of hours a business volunteer spends per year in your high school? .... Specify the average number hours per volunteer, per year: ____________

19. What is the approximate average annual dollar value of an individual business donation of cash, goods and/or services? .... Specify the average annual individual business donation amount: ____________

20. What would be the approximate annual dollar value of all the business support of money, goods, equipment, products, services, and the value of the time and/or expertise that your school receives? .... Specify the approximate annual value of business support: ____________

21. What would be the approximate annual dollar value of your school's revenue after expenses from commercial activities? (e.g., cafeteria, auctions, casinos, bingos, lotteries, raffles, concerts, performances, leasing, retailing, marketing, revenue from advertising) .... Specify approximate annual revenue, after expenses: ____________

22. For each group of stakeholders listed below, please rate your perception of their general attitude towards business support?

	Very Positive	Positive	Neutral	Negative	Very Negative
Administration of your school	○	○	○	○	○
Administration of your school division /district	○	○	○	○	○
Business community	○	○	○	○	○
Labour unions	○	○	○	○	○
Parents committee for your school	○	○	○	○	○
Parents of your students (other than those on parents committee)	○	○	○	○	○

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22. *Continued…*	Very Positive	Positive	Neutral	Negative	Very Negative
Residents of the community (other than parents of students)	○	○	○	○	○
School board/trustees	○	○	○	○	○
Your students	○	○	○	○	○
Your teachers	○	○	○	○	○

	Always	Often	Seldom	Never	N/A
23. How often do business supporters request that the school provide them evidence of how their support was used?	○	○	○	○	○

	Always	Often	Seldom	Never	N/A
24. How often do business supporters request that the school provide them evidence of how effective their support was?	○	○	○	○	○

	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	N/A
25. How satisfied are you with your school's current level of business support?	○	○	○	○	○

	Very Useful	Useful	Some-what Useful	Not at all Useful	N/A
26. How would you rate the usefulness of business support in your school?	○	○	○	○	○

	Very Influential	Influential	Some-what Influential	Not at all Influential	N/A
27. How would you rate the influence that business support has on your high school's decision making?	○	○	○	○	○

	Very Positive	Positive	Neutral	Negative	Very Negative
28. What in your opinion is the overall impact of business support on education in your high school?	○	○	○	○	○

	Very necessary	Necessary	Moderately necessary	Some-what necessary	Not at all
29. In your opinion how necessary is business support for your school?	○	○	○	○	○

30. What are the most important benefits of receiving corporate/business support for your high school?

31. What are the disadvantages of receiving corporate/business support for your high school?

32. What changes would you suggest to improve your school's corporate/business support?

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Demographic Information

This information will only be used to classify and group the information you have provided. **All the information provided will remain anonymous and confidential.**

1. Category of school:
   - ○ Public
   - ○ Separate
   - ○ Francophone
   - ○ Private
   - ○ Charter
2. Type of School:
   - ○ Academic
   - ○ Vocational
   - ○ Outreach / Store-Front
   - ○ Comprehensive
   - ○ Other (please specify): ______________________________
3. School's Provincial Zone:
   - ○ North
   - ○ North Central
   - ○ Central
   - ○ South Central
   - ○ South
4. Location of Your School:
   - ○ Large Urban Area
   - ○ Small Urban Area
   - ○ Rural Area
5. Number of Students in grades 10 to 12: ____________________
6. Number of FTE teachers teaching grades 10 to 12: ____________________
7. E-mail address to receive the executive summary of this study (optional): ____________________

That concludes my questionnaire.

THANK YOU FOR YOUR PARTICIPATION.

Please place the survey in the stamped pre-addressed
envelope and mail back by May 4, 2001.

As well, please complete and return the stamped pre-addressed
reply card so that I will know you have returned the questionnaire.

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JAMES MORRISROE

April 16, 2001

Dear Sir or Madam:

I am a doctoral student in the Department of Educational Policy Studies at the University of Alberta. Under the supervision of Drs. Eugene Ratsoy and Mike Andrews, I am conducting research on the business/education relationship and business support in Alberta high schools. Your superintendent of schools has given me permission to contact you for this study.

The purpose of the study is to gain an understanding of how widespread business support is in Alberta high schools and to ascertain whether this support is meeting important needs of the school. The results of this study will also inform you to what degree other schools and jurisdictions are involved in seeking and obtaining business support.

For this study business support involves contributions made by businesses in the form of partnerships, donations of time, money, products, services, supplies, learning materials, equipment, and use of facilities. As well, I am interested in knowing about any of the commercial activities in which your high school may be engaged.

The questionnaire will take approximately 15 minutes of your time. The information from the study will be aggregated by the district or division's zone i.e., north, north central, central, south central, or south, the location of the schools i.e., large urban, small urban, or rural, by the type of school i.e., academic, vocational, or comprehensive and also by the number of students in the high school. No individual, school, or business supporter will be identified. Business supporters will only be identified by the type of industry and size of their business. All opinions and information provided will be presented anonymously, and confidentiality is guaranteed. The results from the study will be used to complete my doctoral program and associated publications related to further research in this area. An executive summary of the study will be provided to you by e-mail in the fall of 2001 if you so desire.

I appreciate your assistance in completing this questionnaire. Should you have any questions, please contact me in Calgary at (403) or by e-mail at jjmorris@cadvision.com, or my supervisors, Dr. Eugene Ratsoy at his University of Alberta office number (780) 492 – 3373 or at his home (780) 436-9996 or Dr. Mike Andrews at his University of Alberta office number (780) 492-7606 or by email at mike.andrews@ualberta.ca .

I have enclosed a stamped and self-addressed return envelope and reply card. Please find enclosed a lottery ticket as a token thank you for your time. I would appreciate your completing and returning the questionnaire and reply card by May 4, 2001.

Thank you,

James Morrisroe

P.O. BOX 927 STATION M • CALGARY ALBERTA • T2P 2J6
PHONE: 403- • FAX: 403-
EMAIL: JJMORRIS@CADVISION.COM

APPENDIX B

CORRESPONDENCE

Appendix B

Correspondence

FACULTIES OF EDUCATION AND EXTENSION RESEARCH ETHICS BOARD

Graduate Student Application for Ethics Review

Name____James Morrison____________________ **Student ID**__________

E-mail:__jjmorris@cadvision.com____________________

Project Title: _Corporate Support and Alberta High Schools____________________

____

Project Deadlines:

Starting date _March, 2001________ Ending date ___June, 2002____________

If your project goes beyond the ending date, you must contact the REB in writing for an extension.

Status:

___ Master's Project ___ Master's Thesis X Doctoral Thesis___ Other__________ (Specify)

The applicant agrees to notify the Research Ethics Board in writing of any changes in research design after the application has been approved.

______________________ ______________________

Signature of Applicant Date

The supervisor of the study or course instructor approves submission of this application to the Research Ethics Board.

______________________ March 13, 2001

Signature of Supervisor/Instructor Date

____

ETHICS REVIEW STATUS

✓ Review approved by [✓ Unit Statutory member]/Alternate

___ Review approved by Research Ethics Board

___ Application not approved

M Haughey March 13, 2001

Signature of REB Member Date

Department of Educational Policy Studies
Programs in Educational Administration and Leadership,
Educational Foundations, and Adult and Higher Education
7-104 Education Center North
University of Alberta
Edmonton, Canada T6G 2G5

Office of Eugene W. Ratsoy: Office Telephone (780) 492-3373 Fax (780) 492-2024
Home Telephone (780) 436-9996
e-mail: gene.ratsoy@ualberta.ca

March 20, 2001

To Whom It May Concern

Dear Sir or Madam:

Re: James Morrisroe's research on corporate support and Alberta High Schools

James Morrisroe has developed a proposal to conduct research on the types and amount of business support desired by and provided for Alberta high schools. The proposal details the state of our knowledge about such support, and provides a review of the state of business support elsewhere. In addition, based on an extensive search of current literature on this topic, James has developed a questionnaire that enables respondents to provide answers to important questions facing high school principals and the field of education generally concerning the nature and amount of such support desired and provided, and the problems and advantages associated with corporate support.

I as supervisor of his PhD research, have given him approval to carry out an initial study of business support in our high schools. In addition, his research has been given ethical clearance by the Research Ethics Board of the University of Alberta's Faculties of Education and Extension. Should you wish further information, please contact me by telephone at either of the telephone numbers or by e-mail at the e-mail address provided above in the letterhead.

We have very little documented knowledge about the amount and the impact of business support in the high schools of our province. Educators generally, and decision-makers in particular, would benefit from such knowledge. I encourage you to participate in this study. Jamie has agreed to provide each participant with a summary of the study findings.

Sincerely yours,

Eugene W. Ratsoy
Professor Emeritus of Educational Policy Studies

James Morrisroe

From: James Morrisroe [jjmorris@cadvision.com]
Sent: Tuesday, March 13, 2001 12:25 PM
To: mcottle@telusplanet.net
Subject: University of Alberta - Business Support for Alberta High Schools

March 13, 2001

I am a doctoral student in the Department of Educational Policy Studies at the University of Alberta. Under the supervision of Drs. Eugene Ratsoy and Mike Andrews, I am conducting research on the business/education relationship and business support in Alberta high schools.

The purpose of the study is to gain an understanding of how widespread business support is in Alberta high schools and to ascertain whether this support is meeting important needs of the school. The results of this study will also inform you to what degree other schools and jurisdictions are involved in seeking and obtaining business support.

For this study business support involves contributions made by businesses in the form of partnerships, donations of time, money, products, services, supplies, learning materials, equipment, and use of facilities. As well, I am interested in knowing about any of the commercial activities in which high schools in your division or district may be engaged.

I am seeking your permission to send my questionnaire to the high school principals in your division or district.

The questionnaire will take approximately 15 minutes of your high school principal's time. The information from the study will be aggregated by the district or division's zone i.e., north, north central, central, south central, or south, the location of the schools i.e., large urban, small urban, or rural, by the type of school i.e., academic, vocational, or comprehensive and also by the number of students in the high school. No individual, school, or business supporter will be identified. Business supporters will only be identified by the type of industry and size of their business. All opinions and information provided will be presented anonymously, and confidentiality is guaranteed. The results from the study will be used to complete my doctoral program and associated publications related to further research in this area. An executive summary of the study will be provided to you by e-mail in the fall of 2001 if you permit your school district/division to be included in this study.

Should you have any questions, please contact me in Calgary at (403) or by e-mail at jjmorris@cadvision.com, or my supervisors, Dr. Eugene Ratsoy at his University of Alberta office number (780) 492 – 3373 or at his home (780) 436-9996 or Dr. Mike Andrews at his University of Alberta office number (780) 492-7606 or by email at mike.andrews@ualberta.ca . An immediate reply by email to me would be much appreciated.

________ Yes, permission is granted to send questionnaires to this district/division's high schools.

________ No, permission is not granted to send questionnaires to this district/division's high schools.

Thank you,

James Morrisroe

James Morrisroe

From: James Morrisroe [jjmorris@cadvision.com]
Sent: Wednesday, March 28, 2001 3:11 PM
To: bcallaghan@crsd.ab.ca
Subject: University of Alberta: Follow-up on Business Support for Alberta High Schools

March 28, 2001

I am writing to follow-up on an earlier communication requesting permission to send a questionnaire, on Business Support For Alberta High schools, to your high school principals. I would appreciate it if you could respond with your decision, or please let me know if you need more time. To date, 95% of the school divisions/districts who have responded have agreed to be included in this study.

________ Yes, permission is granted to send questionnaires to this district/division's high schools.

________ No, permission is not granted to send questionnaires to this district/division's high schools.

________ More time is needed to make a decision.

I have included the original e-mail, below, for your reference.

Thank you,

James Morrisroe

****

March 13, 2001

I am a doctoral student in the Department of Educational Policy Studies at the University of Alberta. Under the supervision of Drs. Eugene Ratsoy and Mike Andrews, I am conducting research on the business/education relationship and business support in Alberta high schools.

The purpose of the study is to gain an understanding of how widespread business support is in Alberta high schools and to ascertain whether this support is meeting important needs of the school. The results of this study will also inform you to what degree other schools and jurisdictions are involved in seeking and obtaining business support.

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Should you have any questions, please contact me in Calgary at (403) or by e-mail at jjmorris@cadvision.com, or my supervisors, Dr. Eugene Ratsoy at his University of Alberta office number (780) 492 – 3373 or at his home (780) 436-9996 or Dr. Mike Andrews at his University of Alberta office number (780) 492-7606 or by email at mike.andrews@ualberta.ca . An immediate reply by email to me would be much appreciated.

Thank you,

James Morrisroe